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ABSTRACT

A survey was conducted of 532 faculty members and 11 administrators at Ball State University (Indiana) concerning the number of hours that faculty typically work; extent of their time devoted to teaching, research, and service/administration; how faculty workload differs by rank and status; and how faculty feel about productivity issues. Findings revealed that: (1) there were no significant differences among various colleges for number of hours worked; (2) the average faculty workload exceeded 50 hours per week for all ranks, and ranged from full professors averaging 57.9 hours down to instructors averaging 53.8 hours; (3) time spent on teaching activities was 40 hours per week for instructors, 34.7 hours for assistant professors, 32.4 hours for associate professors, and 29.4 hours for full professors; (4) assistant professors devoted more time to research than any of the other groups; and (5) administrators reported a mean of 61.4 hours worked, with 11.4 hours devoted to teaching activities, 9.6 hours to research, and 40.4 hours devoted to service/administration. The report includes a copy of the survey form, figures illustrating study findings, responses to the open-ended questions, a commentary on the responses, and the Constitution of the University Senate. (JDD)

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ED 367 222

TASK FORCE ON FACULTY PRODUCTIVITY

Ball State University
Muncie, Indiana

November 1993

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The Task Force on Faculty Productivity would like to express grateful appreciation to the various offices and to the following individuals for their help in preparing this report: Tia Albea, Becky Black, Judy Houlette, Catherine Palomba, Tad Perry, Kristi Rees, Carl Summers, and Jolanna Zimmerman.

PREAMBLE

This report contains numbers — lots of numbers, myriads of numbers. But before we turn to juggling, shifting, squabbling over global measurements of how much professors in the aggregate do, we thought it might be appropriate to take a look once again at what an individual professor does, in an individual week.

At the outset, we cheerfully concede that it could be argued that the 500+ Ball State professors who have responded to our productivity survey represent a group who have selected themselves as able to pass scrutiny as "productive" or "highly productive." Certainly we agree with their assessment — we're delighted to present results which indicate that a sizable proportion of Ball State's faculty is energetically engaged in our job, our real job: producing knowledgeable, flexible, creative, thoughtful citizens for the future of Indiana. We're also pleased to observe that at Ball State it is possible for students to interact with those who have reached the highest levels of professional achievement everywhere on campus, every hour of the day or night, every day of the year. It's 24-hour, wall-to-wall, *in loco parentis* learning — and, as parents and citizens of the state of Indiana, we thank those who donated so much time to maintaining it.

But, then, these are the most productive members of our community, clustered way over at the high end of the productivity spectrum by national standards, and, while a high proportion of our faculty falls into this category, perhaps it would be fairer to troll the bottom of the scale. Not that there are many bone-lazy professors at this or any other university. We maintain that the seven-year probationary period customary for tenure-track faculty virtually guarantees that all regular faculty would earn an "A" or "B" for productivity overall — we had enough time to sort out the slackers. Moreover, Ball State, in particular, is tough even on the occasional unworthy who made it through the probationary period: we were the first and for a long time the only university in the nation ever to have dismissed a tenured professor for incompetence — not for dereliction of duty, not for failure to meet classes, not for moral turpitude, but for sheer, inarguable incompetence.

It is possible, however, in the course of a long career, for any professor — because of divorce, substance abuse, death in the family, birth of a child, mental or physical illness, any of the problems that beset any citizen — to have a "C-" year. In the interests of intellectual honesty, let's look at Professor C, temporarily residing at the low end of the productivity scale.

Let's say C teaches in a department with a mixture of undergraduate major courses, general studies courses, and graduate level professional courses. His[1] department's regular load for tenure-track faculty is four courses, but he does (just)
enough research to be awarded one course assigned time. C, then, is credited with a load of

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[1] For "he" and "his", please hear "he or she" and "his or her" throughout.

three undergraduate classes of 36[2] students, nine credit hours, nine contact hours.

C is credited with 9 hours, but every professor in C's department is expected to teach, *for no load credit*, a tutorial, an underenrolled upper level class, an Honors Thesis class, or to direct a Master's thesis (C's department has no doctoral program). A very conscientious professor might meet his tutorials three hours a week, but this year C's slacking off, and he's trimmed his extra-load obligations to 1 1/2 hours per week.

C's trying to cut corners, but he always finds some time to prepare for class, even for a class he's taught before, but certainly for a new one or one well outside his areas of specialization. No professor shirks this responsibility, because the consequences are too grave. Not only will one earn the scorn of one's colleagues (and lose points at merit pay and promotion time), but one will find oneself in the middle of what for American men is the number one, and for women, the number two, most nightmarish situation imaginable: standing up, all alone, to speak in front of a group of knowledgeable and critical adults (not first-graders, not high school students) *and not knowing what to say next*. C's reduced his preparation time to the bone, but he still needs an hour for every class hour.

At some universities the term "graduate assistant" means that professors have at their command partially-trained professionals who can be assigned such tasks as drawing up exams, grading papers, meeting with students, conducting discussion sessions, taking phone calls, etc. At Ball State, not every department has graduate students, and some graduate students are working in their own classes. Thus, far from "assisting" professors, graduate assistants themselves often need tending, not only as students, but as novice teachers. Although C's department has graduate students, C himself must support his own teaching. To grading papers, recording grades, drawing up exams, giving make-up exams — to all the assorted professional functions associated with the particular job of a particular professor in a particular discipline — our slacker devotes one hour per hour of class.

Most professors at most universities lack easy access to professional clerical help — no private secretaries for us — but here, we might argue, the situation is particularly acute, since department secretarial budgets have always been inadequate. At some universities, regular faculty could expect to have letters, productivity reports, even scholarly papers processed by trained staff. At BSU, many professors have only student secretarial help — untrained undergraduates who may use up their 3-5 hours a week proctoring and xeroxing exams. C has a student secretary for three hours a week and a PC in his office, but still must type his own correspondence, letters of recommendation, exams and quizzes, class handouts, etc. Clerical work in support of teaching, even for C, takes up one hour per course per week.

Ball State, we might say, specializes in diamonds in the rough. Much of the time the difference between our students and Harvard's is not a difference in ability, but simply in self-confidence and training. How many questions those Harvard know-it-alls have after class we don't pretend to know, but even C can't turn away more than ninety percent of his students, we figure. Ten minutes a week with ten percent of his students is roughly 1 1/2 hours a week.

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[2] An arbitrary number, but at the class average for the college which houses the most general studies courses.

In addition, his department mandates that professors keep five office hours a week; C tries to read his mail during this time, but students do appear and stay, although he begrudges them the time.

In teaching or in support of teaching, our slacker spends about 38 hours per week. And we still have to account for that 3 hours of research assigned time. That C is capable of research which "advances the frontiers of human knowledge" was demonstrated before he was awarded his professional degree. Whatever one may think of the quality of research conducted at BSU (as opposed to that conducted at a Big Ten or Ivy League university), the research which earned most of our faculty their advanced degrees was supervised, reviewed, and approved at just such universities as Harvard and Indiana. C's department is correct in assuming C *can* do research in the classical definition (or is as correct as Harvard or Indiana were) and has taken measures to insure that he *does* do research. In this "C-" year, C can't summon the enthusiasm he used to have for research in his field, but he doesn't want to lose his assigned time. He dutifully logs 3 hours a week at home, in the lab, or in the library.

Professors are really the middle-management of the university, of course; any one of us can exhaust his managerial yens and talents in a variety of tasks normal for a corporate VP, finance officer, long-range strategic planner, personnel officer, newsletter editor, etc.; or for a union leader or legislator, for that matter. No professor can be required to take on such (unpaid) duties, of course, but no professor can escape the day-to-day running of his own department or college — and find his pay untouched. C's department schedules a biweekly meeting for 1 1/2 hours. C hesitated to decline to serve on any of his department's subcommittees, since all other regular faculty had such assignments. He volunteered for the Computer Competency Committee, figuring they wouldn't meet too often. With so little in the service category, he'll have to forego some merit pay, but at least he can't be cited for dereliction of duty. Add it up, and, in the end, even the least of us is putting in a 40-hour week

In the midst of such indignities as, "The professor next door to me is always mowing his lawn in the middle of a workday," or "Just exactly what kind of research do you professors do?" or "Tenure is never having to say you're sorry," and all the endless quantification of what we thought were intangibles, we're afraid we'd begun to lose sight of what we really do. We admit even to gloomy sessions during which we relentlessly examined our own consciences and, we confess, our colleagues'. But we found it reassuring to view the problem from both angles: bottom-up and top-down. You've just had the not-too-bad news — now on to the good.

A BRIEF HISTORY OF THE PROJECT

In the summer of '93, Ruth Howes, of Physics, then Chair of the University Senate, Bernadette Perham, then Chair of APC and Professor of Mathematical Sciences, and I met to appoint a faculty committee to assume a leading role in the current state- and university-wide discussions on faculty productivity. We had been pleased to observe:

(1) that the Administration (and since then even the Board of Trustees) had moved promptly and efficiently to deal with the hot issue of faculty work load; and

(2) that, under the able guidance of administrators such as Catherine Palomba and Tad Perry, the University had compiled a superb workbook of productivity data, based on

standard models and surveys,

but still we believed that only working faculty can truly articulate what it is we do. Discussion, we thought, had been unduly confined by the standard measurements (FTE, load requirements, contact hours, student outcomes, etc.) which set the terms of debate, and we found it frustrating that so many of the faculty's most valuable activities fell through the cracks of conventional survey instruments.

With this in mind, we immediately and unanimously agreed on a chair for our committee: Bruce Hozeski, of English, who had already amply demonstrated his fine organizational and managerial skills in an array of Senate-sponsored activities and as Vice-Chair. In addition, Dr. Hozeski could claim special expertise in this area: he had appeared (with Dr. Howes) before the Commission for Higher Education in a preliminary round of discussion. To open lines of communication with all the departments, we invited the Chairs of APC and PAC, Marvin Gray, of Physical Education, and Marcia Summers, of Educational Psychology, to join the group. (Dr. Summers' professional experience proved invaluable in drafting the survey instruments circulated to all faculty and in analyzing their results.) The first three appointments covered three of the six colleges; we added Grant Wells, of Finance, Kirby Koriath, of Music, and Malcolm Cairns, of Landscape Architecture, as representatives of the remaining three.

The Committee began its work even before summer had ended and met for two hours most Wednesdays throughout the fall (we had set a tentative November deadline for a report to the Senate). I sat in on some of these sessions and can testify to the hard work, rigorous thought, and spirited debate which went into the document you have before you. On behalf of the Senate and faculty, I'd like to applaud Dr. Hozeski and the Committee for so many hours of productive (and unpaid) professional commitment. In a way, this report is an ironic sort of meta-example: faculty working outside the classroom to counter the impression that faculty don't work outside the classroom.

Chris Shea
Chair
University Senate

AN ANALYSIS OF FACULTY WORKLOAD AT BALL STATE UNIVERSITY

Much of the work done by the professorate is "invisible"; that is, efforts in areas such as class preparation, maintaining currency in the field, grading, writing, thinking, working with individual students, etc. are seldom apparent to outsiders. Nevertheless, the "invisible" portion of a faculty member's job is critical to maintaining quality in the classroom, for unprepared teachers are seldom good teachers. Thus, it is clear that many factors must be considered in determining the true teaching workload of university instructors.

A study of faculty workload at Ball State University was undertaken by this committee. The purpose of this survey was to answer questions such as: How many hours a week do faculty typically work? How much of their time is devoted to teaching, research, and service/administration, respectively? How does faculty workload differ by rank and status? What other aspects of their jobs, typically unreported, do faculty members feel to be vital to their effectiveness as teachers? How do the faculty feel about productivity issues more generally?

A one-page survey was sent to all Ball State University faculty and administrators. (A copy of the survey follows.) The questionnaire asked for basic demographics such as college, rank, and status, and then requested an estimate of the number of hours faculty typically spent engaged in various types of professional activities. A series of open-ended questions on the back of the survey invited general comments and feelings concerning the issue of faculty productivity. Questions were based on those commonly found in the faculty workload literature, most notably that of Wyant and Morrison (1972) and Serpe, Newton and Vandewater (1990).

One thousand, two hundred and thirty-five surveys were sent to faculty and 542 were returned, for a faculty return rate of 44% (An additional 23 had been received at the time of this writing but were not entered into the analysis due to time constraints.) Thirty-three administrative surveys were mailed and 11 returned, for an administrative response rate of 33%. Respondents were asked to return their questionnaires within a week of receiving them. Given the very quick turn-around time and lack of follow-up necessitated by the need for the report to be completed by early November 1993, this is a very good return rate. It would be expected that non-respondents would include a number of faculty too busy to respond in such a short time, so the results of this study may represent an understatement of faculty workload.

Of the 542 questionnaires returned, 10 were discarded due to suspect figures (reported assigned loads exceeding 16 hours or weekly workloads exceeding 100 hours). While it is possible for someone to work such a large number of hours, it was deemed more likely that the person had misread the directions; thus, such data were omitted from the analysis. Also, a number of respondents listed only total hours per week for the teaching, research and service/administration categories without breaking their hours down further into the various subcategories. These figures were used in the analysis where they met the previously specified criteria for inclusion; thus, numbers in the subcategories do not add to the total hours given, since the subcategories actually represent the responses of a subset of the total sample.

Responses to the survey were received from throughout the university. Seventy-nine of the respondents were from the college of Applied Sciences and Technology, 33 from Architecture and Planning, thirty-eight from Business, 40 from Fine Arts, 252 from Sciences and Humanities, and 91 from Teachers College. No significant differences were found among the colleges for hours devoted to teaching, research, service/administration, or total number of hours worked.

It can be seen from Figure 1 that the average faculty workload at Ball State University exceeds 50 hours per week for all ranks. Those in the instructor/other group (N = 87) average 53.8 hours per week, while assistant professors (N = 169) average 55 hours, associate professors (N = 61) average 56.2 hours, and full professors (N = 166) average 57.9 hours. Of this, a significant proportion of time is devoted to teaching: instructor/others report an average 40.0 hours per week; assistant professors, 34.7 hours; associate professors, 32.4; and, full professors, 29.4.

Figure 2 presents the number of hours devoted to teaching, research and service/administration as a percentage of total hours reported. Instructor/others, who are hired mainly to teach, spend most of their time in teaching. As one increases in rank, one generally spends less time in teaching and more time in service/administration. This is probably not surprising, since full professors are likely to be more efficient at organizing their teaching and engage in fewer new preparations (fewer classes are new for a senior faculty member). As they become more established, full professors are increasingly called upon to direct theses and dissertations and to perform service and administrative tasks for the university and for the community. Nevertheless, even full professors typically spend more than fifty percent of their time in teaching activities.

Tables 1 and 2 present the mean number of hours devoted to the various subcategories by rank and by status of the respondent. These data provide a more fine-grained analysis and yield further insight into the academic workload. For example, assistant professors devote more time to research than any of the other groups--not surprising, since this group is more likely to be establishing a research line rather than continuing one, which would involve a greater time commitment. It is also interesting to note that staying current in one's chosen field is seen as an important activity at all levels, and most especially for tenured full professors. In a time of rapid technological and information change, faculty appear to be quite aware of the importance of imparting state-of-the-art information to their students.

It should also be noted that some overlap may occur across subcategories: for example, an instructor may grade papers during office hours when not occupied with a student. However, students may also drop in during time that a faculty member had reserved for research activity and receive help. The "overlap" issue is thus a sticky one, but underscores the reality of life in academia--there is no such thing as a typical day, and faculty members are professionals who are often "on call" to provide expertise on a range of topics throughout their waking hours.

An analysis of the few administrative questionnaires received found that administrators reported a mean of 61.4 hours worked, with 11.4 hours devoted to teaching, 9.6 hours devoted to research, and 40.4 hours devoted to service/administration. It should be noted that Ball State requires their administrators to teach classes while most other institutions do

not, and apparently, teaching ends up coming on top of other expectations placed upon them. However, the total hours worked by administrators, though somewhat higher, do not differ significantly from those reported by faculty.

The accuracy of self-report surveys such as this one is often questioned, but several factors support the validity of these findings. First of all, the numbers found are reasonably consistent across rank and status, indicating similarity, at least in perception, of the amount of time a given activity demands. The differences which exist among the groups are those which might be expected given the disparate demands placed upon the groups surveyed. Further, similar research at other institutions yields comparable findings. Yucker (1984) reports that hundreds of studies over a number of years produce convergent findings that self-report studies show that faculty devote an average of 55 hours per week to professional activities. While studies using other methodologies yield a slightly lower total, few studies (this one included) consider the amount of unpaid time that faculty typically devote to professional activities during summers and holidays, although anecdotal evidence supports that a considerable amount of unmeasured enterprise takes place during those times.

An old joke is told about the university trustee who was told that a typical teaching load was 12 hours. "Well," said the trustee, "that's a good day's work for anybody." This study shows that at Ball State University, the trustee may be closer to being right than it appears--twelve hours is not an uncommon work day among faculty members. Quite literally, a job in academia is more than a job--it is a way of life.

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Ball State University
Faculty Productivity Survey

• Prepared by the University Senate Task Force on Defining Productivity, October, 1993 •
• All responses are anonymous • Please be as accurate as possible •

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1. Please indicate your academic area.

_____ Applied Sciences & Technology
_____ Architecture & Planning
_____ Business
_____ Fine Arts
_____ Sciences & Humanities
_____ Teachers College

2. Please indicate both your rank and your status.

Rank:
_____ Professor
_____ Associate Professor
_____ Assistant Professor
_____ Instructor/Other

Status:
_____ Tenured/On-track
_____ Full-time Contract
_____ Part-time/Other

3. Please indicate the *load hours* assigned to you for this semester. (For full-time faculty–regular or contract–the total hours will, in most cases, equal 12).

_____ Teaching
_____ Teaching Support
_____ Research
_____ Service
_____ Administration
_____ Other

4. Using the traditional categories of faculty activity, please estimate the number of *clock hours* you spend in a typical week on all your Ball State work-related activities. Enter a figure for each main category as well as the subcategories, as appropriate.

_____ *Teaching/Teaching Support*	_____ *Research/Creative Activity*	_____ *Service/Administration/Other*
___ classroom/studio instruction	___ research projects	___ administrative duties
___ class preparation	___ writing for publication	___ other non-teaching university assignments
___ grading	___ preparation of reviews	___ committee work
___ development of new/revised course	___ grant writing	___ program development
___ office hours	___ professional meeting activities	___ service to professional organizations
___ advising	___ study to maintain currency in your field	___ public service to the community, state, region
___ laboratory supervision	___ creative work, including exhibits and performances	___ other
___ supervision of student teachers and teaching assistants	___ other	
___ thesis and dissertation advising		
___ assessment activities		
___ other		

Over, please!

5. **Please write a short narrative–a paragraph or two–on the subject of productivity at Ball State. The task force is very interested in knowing your frank views on this subject. You may write your comments at the end of this questionnaire, or submit an extra sheet. You may wish to address the questions below, or share other ideas.**

   - Are there aspects of your work–typically unreported, maybe even unnoticed–which are vital to your effectiveness as a teacher?
   - How does your research and creative work enhance your teaching?
   - How has the community/state/region benefited from your research or service?
   - Comment on the success of your graduates.
   - How can we better communicate to the public the value of your work?
   - Do you have ideas for increasing the efficiency or the quality of your teaching…that of your academic unit…the university?

Please send this questionnaire in the return envelope to the undersecretary of University Senate, Jo Zimmerman, AD 106, by ***Thursday, October 14****.*

Thank you!

NUMBER OF HOURS WORKED

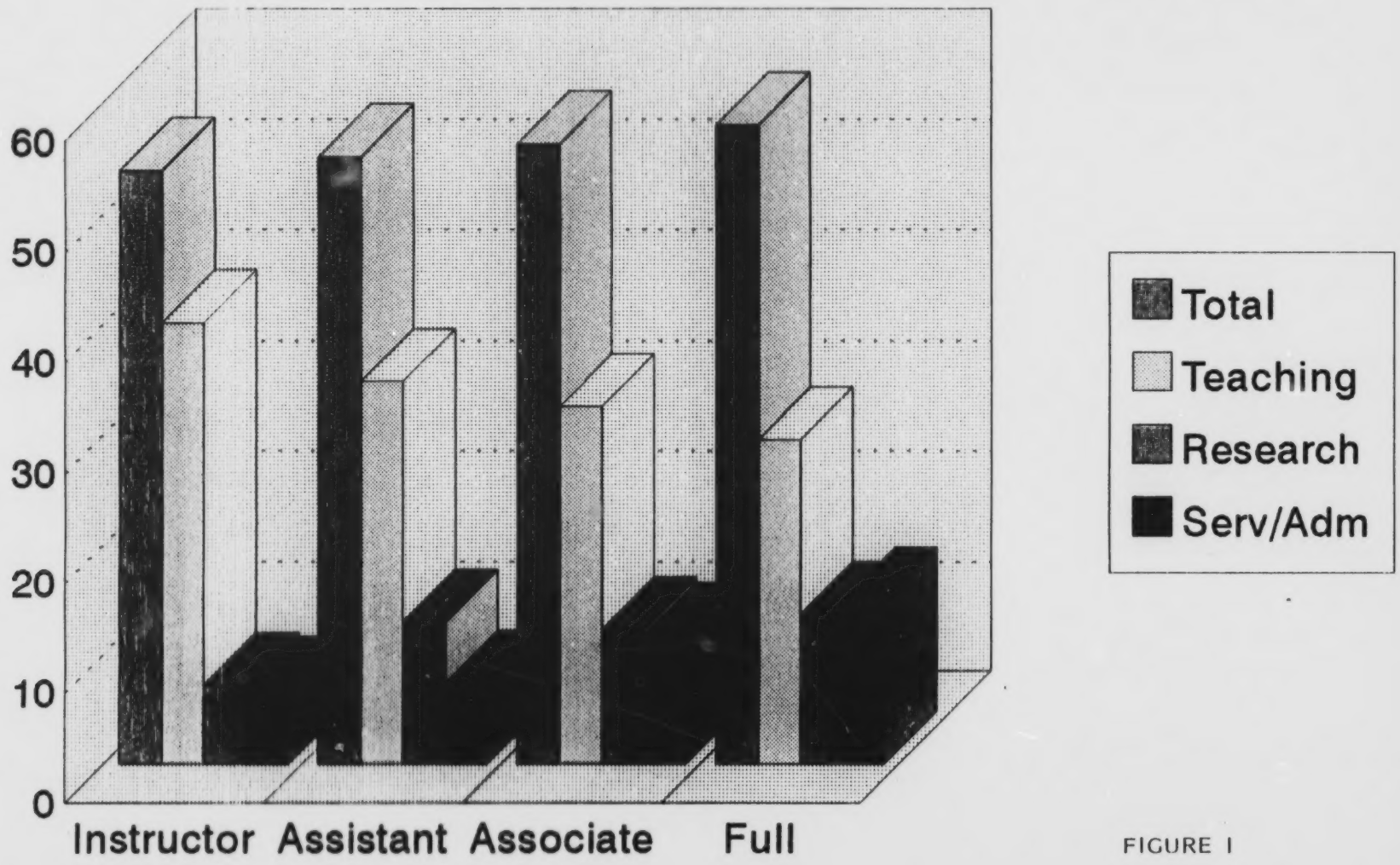


FIGURE I

PERCENT OF TOTAL HOURS

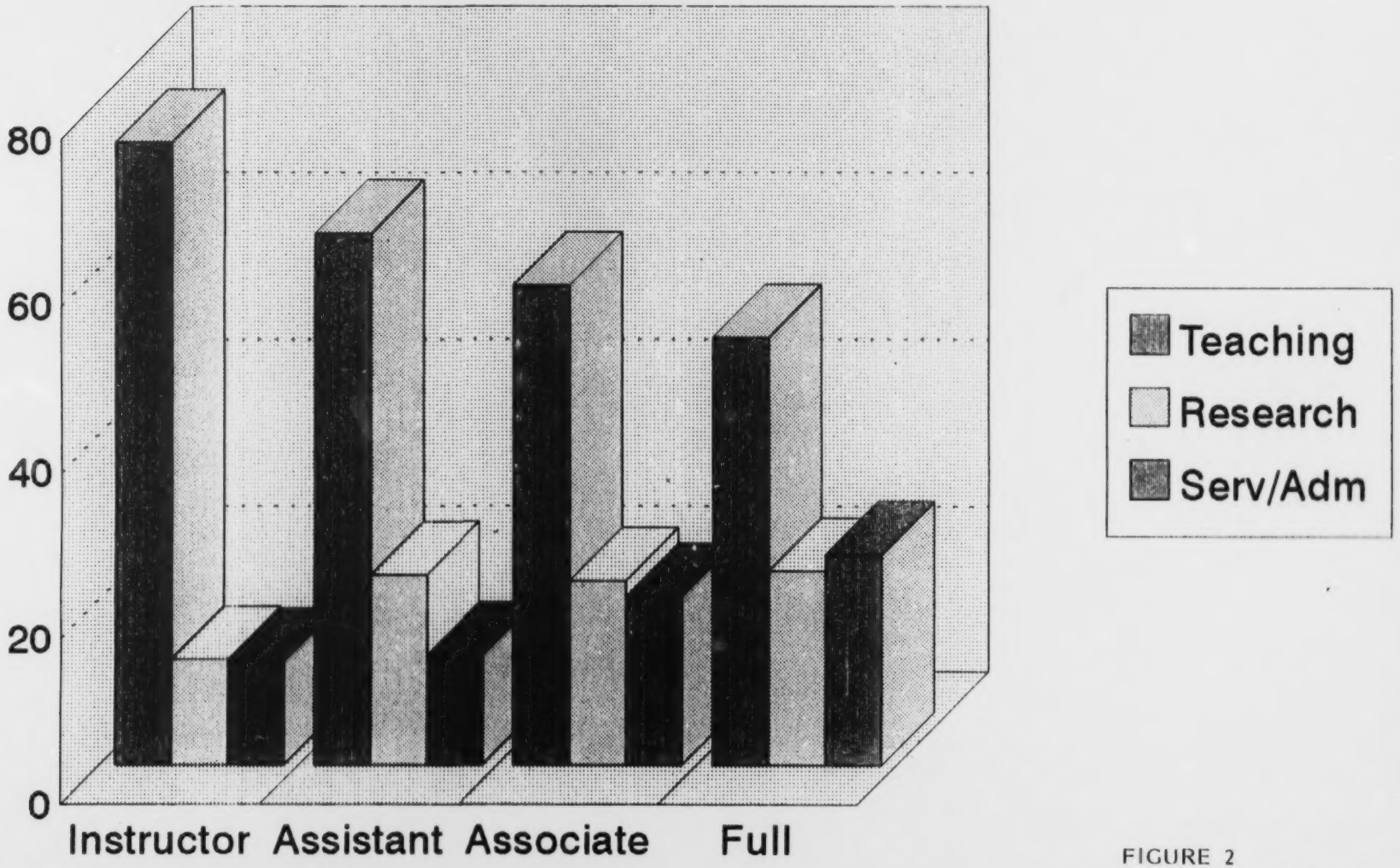


FIGURE 2

Table 1.
Mean hours by rank.

	Instructor /Other (N=87)	Assistant Professor (N=169)	Associate Professor (N=61)	Full Prof (N=166)
		TEACHING		
In class	12.3	9.4	9.3	7.9
Preparation	8.0	8.2	6.6	6.7
Grading	6.3	4.3	3.9	2.8
New preparation	1.9	2.4	1.5	1.1
Office hours	6.7	5.4	6.0	6.3
Advising	2.1	1.3	1.5	1.9
Lab Supervision	1.1	2.0	2.2	.6
Teaching Super.	.6	.8	.6	.8
Thesis Advising	.1	.8	1.0	1.1
Assessment	.4	.3	.2	.3
Other	1.5	.7	.3	.6
		RESEARCH		
Research project	1.0	4.0	3.1	3.2
Writing	1.1	2.7	2.1	3.6
Reviews	0	.3	.5	.3
Grant writing	.2	.7	.6	.5
Prof. meeting	.7	1.0	1.0	1.0
Maintain currency	2.6	2.6	2.5	3.4
Creative work	1.3	.7	1.9	.9
Other	.2	.3	.5	.3
		SERVICE/ADMINISTRATION		
Administration	0	0	.1	.4
Other assignments	1.1	.8	.9	1.2
Committee work	1.2	2.0	3.0	2.7
Program Develop.	.4	.4	.5	.4
Prof. Organizations	1.2	1.3	1.5	1.6
Public Service	1.2	.9	1.6	1.7
Other	.6	.4	.2	.4

Table 2.
Mean hours by status.

	Part-time Contract (N=42)	Full-time Contract (N=132)	Tenured or Tenure-track (N=329)
TEACHING	23.5	40.7	30.8
In class	7.4	12.0	8.4
Preparation	6.1	9.1	6.8
Grading	3.4	6.4	3.2
New preparation	1.4	2.8	1.3
Office hours	3.4	6.8	5.9
Advising	.5	1.8	1.7
Lab Supervision	.5	1.4	1.3
Teaching Super.	0	.6	.7
Thesis Advising	0	.2	1.0
Assessment	.2	.3	.3
Other	.6	1.3	.5
RESEARCH	3.8	8.4	13.6
Research project	.4	1.9	3.6
Writing	.4	1.4	3.1
Reviews	0	0	.3
Grant writing	.1	.3	.6
Prof. meeting	.2	.7	1.0
Maintain currency	1.2	2.6	3.1
Creative work	.5	1.2	1.0
Other	.3	.2	.4
SERVICE/ ADMINISTRATION	2.2	5.6	12.1
Administration	0	0	.2
Other assignments	.3	.8	1.0
Committee work	.3	1.2	2.7
Program Develop.	0	.5	.4
Prof. Organizations	.2	.3	1.1
Public Service	.6	1.1	1.4
Other	.1	.6	.3
TOTAL	29.4	54.8	56.4

COMMENTARY ON THE RESPONSE TO THE OPEN-ENDED QUESTIONS

The survey instrument concluded with a series of open-ended questions which invited the faculty to answer/comment on the following:

1. Are there aspects of your work--typically unreported, maybe even unnoticed--which are vital to your effectiveness as a teacher?
2. How does your research and creative work enhance your teaching?
3. How has the community/state/region benefitted from your research or service?
4. Comment on the success of your graduates.
5. How can we better communicate to the public the value of your work?
6. Do you have ideas for increasing the efficiency or the quality of your teaching...that of your academic unit...the university?

More than half of the respondents (55%, 294 faculty) elected to submit a narrative. Most of the faculty provided several paragraphs of information, commenting on most, if not all, of the six items. Several faculty submitted lengthy, computer-generated essays. The responses have been organized in outline fashion according to topic, and are included (Appendix A). The ideas offered by the faculty are grouped according to these topics:

1. Work which is vital to my effectiveness as a teacher
   - Advising, mentoring, sponsoring, studio teaching, out-of-class teaching
   - Class preparation
   - Keeping current
   - Supervising dissertations, theses, research projects, independent studies
   - Varied responsibilities and activities
   - Concerns of the contract faculty
   - "I can give no more!"

2. Research/creative work enhances my teaching
   - Pro
   - Con

3. Outreach to the community/state/region--reciprocal benefits

4. Success of graduates

5. Better communication with the public is needed
   - General observations
   - Load hours vs. clock hours

6. Other ideas for increasing the efficiency/quality of teaching
   - More emphasis on quality teaching
   - The "teaching environment" is important
   - Look for ways to measure the qualitative dimension of teaching
   - Establish departmental committees on "good teaching"
   - Recognize creation of new knowledge

- Less emphasis on publication
- Fewer distractions, less busywork, less committee work
- Rely less on contract faculty
- Consider reducing administrative layers
- Establish reasonable teaching loads
- Rotate courses and teaching schedules
- Teachers and technology
- Greater recognition of advisors
- Increase salaries
- Augment in-service training for teaching
- Selectively increase GAs/staff
- Recruit students who are better prepared
- Acknowledge that not all faculty are highly productive

7. The difficulty of measuring "productivity" on a college campus
   - General observations
   - What are we defining?
   - Focus on outputs, not inputs
   - The "business" model is inappropriate

Faculty detailed numerous activities which supplement actual classroom teaching, work which typically is unaccounted for on faculty load reports. Faculty are very active as advisors; they sponsor student organizations; they accompany students to professional meetings; they go "the extra mile" to counsel students. One teacher of large lecture classes works hard to learn all "the names of students and their ambitions."

Class preparation, including formulating the lectures as well as grading tests and papers, takes a great deal of time. The time involved, however, is not entirely documentable, as one professor observed, "Teaching time in the classroom is only the tip of the iceberg. The 'thinking, creating, planning' for teaching is *a way of life*, not just a job. I may be on a holiday but my mind is still used up working out ways to better reach the student."

About 20 faculty commented on the importance of maintaining currency in the discipline, through study, attendance at professional meetings, and research, to keep ideas fresh, to keep the creative juices flowing. An out-of-date teacher is an ineffective teacher--some faculty argued, a dangerous teacher. Many faculty supervise doctoral dissertations, master's theses, and graduate research projects and independent study projects. Usually, no load credit for these activities is given.

The responses collected under the heading "Varied responsibilities and activities" show there is no "typical" faculty member at Ball State. Each professor approaches the teaching/learning enterprise somewhat differently. What unites these responses is the teachers' dedication to the task and their willingness to work very hard. Many respondents, indicating their status as contract faculty, argue that they are doing a lion's share of the teaching at Ball State. In the words of one, "The work done by contract faculty in my department is immense." Two themes--heavy teaching loads and the lack of job security--are found in many of these comments. Particularly poignant and compelling are the comments of

some faculty who indicate that they are barely able to do all that is expected of them. Their responses are included in the section, "I can give no more!"

Faculty were asked if research and creative work enhances teaching. Responses are divided into pro and con. Resoundingly faculty indicate that research supports their efforts as teachers. One professor wrote:

> This is my 25th year at Ball State. My observation is that the faculty in this department (I include myself in this group) who have active programs of scholarly research/activity are also the better teachers. . . . For me, there are several reasons why research and writing help my teaching. A major reason involves the role that research has in helping me evaluate and think about data and knowledge in new or different ways. This carries over directly to how I present ideas and facts in class. Of course, the sense of satisfaction which arises from completing a scholarly article or review helps me maintain my enthusiasm.

Faculty indicate a high level of involvement in professional service to the community and state, documenting the manifold benefits which accrue to many constituencies. Welcome, but unsolicited, were the numerous comments indicting how much this interaction also benefits the faculty, to wit: "I believe staying active in these types of things lends a sense of relevance and an extra degree of genuineness to my teaching as well as obvious benefits to the community."

Ball State's graduates are a major source of pride, one of the real "outcomes" of a productive faculty. In the words of one respondent:

> I was just at a meeting of a statewide organization last week where a discussion of the "young movers to watch" was happening. Twelve names were mentioned as the hot new talent, and eleven of the twelve were recent graduates of my area in my department. I sure wish administrators could have been there for that discussion! *That shows excellence and productivity.*

Regarding the issue of productivity, what needs to be communicated more effectively to the public? Responses include: the many accomplishments of the faculty; the great variety of teaching experiences common on a college campus, and the significant amount of time that is involved. The topic of "load hours vs. clock hours" drew considerable comment. Misperceptions abound, the faculty argue, because of our tendency to describe a faculty member's teaching load as only class contact hours/week.

Faculty were asked to provide ideas for increasing the efficiency or the quality of their work. Numerous suggestions were offered, the preponderance of them related to the desire that good teaching as well as research be recognized and rewarded, and that more efforts be directed toward understanding, measuring, and enhancing the qualitative dimensions of teaching. Additionally, some faculty believe there should be less emphasis on publication; many are distracted by busywork and administrivia; some believe too much of the teaching load is borne by contract faculty; some expressed a wish that students would come to the university with better preparation; and some acknowledged that not all faculty in the

university are highly productive.

Finally, a significant number of respondents, adopting an attitude already well-documented in the literature on this subject, drew attention to the problematic nature of measuring "productivity" on a college campus. Focus on outputs, not inputs. Focus on the process, not the product. Do not impose on the academy a measuring tool appropriate only in manufacturing and business.

RESEARCH/SCHOLARLY AND CREATIVE WORK

Academic Research/Scholarly and Creative Work forms the second side of the triangle of faculty responsibilities of Teaching, Research, and Service. The broad umbrella of Scholarly/Creative Work includes the traditional realms of research, and other scholarly activities such as exhibitions, performances, and a variety of publication and presentation media. It is important to note that this "research" is assumed to be not only the activity itself, but also the documentation, recording, and evaluation of the accomplishments by others. Research provides a strong foundation for higher education. Expectations for accomplishments in the area of Scholarly Work are built into the evaluation of faculty performance with regard to Promotion and Tenure Decisions and Salary/Merit increases. Ball State Faculty are expected to carry out a program of these scholarly endeavors, and to strive to incorporate this scholarship into classroom teaching. The latter can be interpreted in a direct way by incorporating research interests into classroom/lab topics, or in a more indirect way through appreciating research as a way of maintaining currency with one's chosen discipline.

Research productivity is assessed in a variety of ways: number of publications, the degree of peer review associated with the work, grants proposed and/or received, etc. The concept of academic freedom accords each faculty member the right to select and pursue the avenue for scholarly work of their choice. There is an extremely broad array of the types and ranges of individual accomplishments in the area of scholarship at Ball State. Annual reports from 4 of 6 Colleges were examined by the task force. No composite list exists, however, which summarizes the research accomplishments of the Ball State Faculty. The annual reports provided by the Colleges provide voluminous documentation of books and articles written, papers presented, exhibitions mounted, performances given. Counting these, and citing the number of research accomplishments is seldom used as an accurate measure of their importance to the continued viability of the Institution. An additional measure of productivity might be gained from noting that grants received at Ball State University has risen from $1.72 million in 1980-3 to 5.57 million in 1990-3. Again, however, using this numerical total cannot be seen as a complete picture of this facet of faculty productivity.

Additionally, unless a faculty member has been granted, or through contract research has been awarded release time for research activity, the expectation for and the accomplishment of research does not appear on any summary of assigned faculty time. The activity, nevertheless, remains an important aspect of the responsibilities of all tenure/tenure-track faculty. These accomplishments are very difficult to appraise; in fact, to most they represent an invaluable contribution to the body of knowledge which society, in general, has come to expect from institutions of higher learning.

UNASSIGNED LOAD AND FACULTY RESPONSIBILITIES

Typically, in institutions of higher education, a considerable amount of the activity that constitutes faculty member's day-to-day professional involvement is not reported on traditional load report forms. Each term, Ball State University faculty submit the Faculty Teaching Schedule on which they list all assigned time activities. That report identifies those courses one is currently teaching, any assigned time for research, administrative duties, and in a few instances, other approved load that has been negotiated by the faculty member for selected professionally-related activities. The only "non-load item" faculty are asked to note on the Faculty Teaching Schedule are the students' names with whom they are working on an independent study by department. Consequently, it is important to realize that the items listed below constitute an integral part of the faculty member's typical day-to-day activities which are not typically shown on the load report.

Student Advising. Several years ago, the decision was made to transfer advising responsibilities to the department in which the student was pursuing the major. Originally, the plan called for a faculty member to be assigned no more than 20 students before a load adjustment would be made. In most instances, student load exceeds that number, and yet with few exceptions, faculty advise students with no assigned time for this contribution.

The six Advising Resource Centers are listed below with their departmental affiliation:

Arts & Communication:	Art, Music, Speech Pathology & Audiology, Theater, Speech Communication, Telecommunication.
Cooper Science:	Biology, Chemistry, Geology, Geography, Journalism, Natural Resources, Nursing, Physics, Physiology
North Quad:	Anthropology, Criminal Justice & Criminology, Modern Languages and Classics, History, Philosophy, Political Science, Psychology, Sociology, Social Work.
Ball Communication:	Architecture, Computer Science, English, Landscape Architecture, Mathematics, Physical Education, Social Work
Teachers College:	Elementary Education, Home Economics, Industry & Technology, Special Education, Library Education
Whitinger Business:	Accounting, Business Education and Office Administration, Economics, Finance, Management, Marketing

The following data were provided by the Advising Center Coordinators:

Advising Resource Center	Number of Faculty Advisors	Range of Advisees	Total Students	Average per Advisor
Arts & Comm.	75	Not Rep.	1,475	19.7
Ball Comm.	64	1-147	1,668	26.1
Cooper Sc.	71	1-496	2,517	35.5
North Quad	66	1-250	2,050	31.1
Teach. Coll.	48	1-375	2,005	41.8
Whit. Bus.	71	Not Rep.	1,993	28.1
	395		11,708	30.3

The total of 11,708 does not include an estimated 6400 undergraduate students assigned to Freshmen Center Advising, graduate students, and students enrolled in off-campus courses.

Independent Study By Department. Faculty make a major contribution in this area. According to the Office of Institutional Research, in the 1993 Spring Semester, 234 faculty were involved in non-contact hour generating classes which did not carry assigned time. For the 1993 Fall Semester, 438 students were enrolled in 307 hours of independent study courses. Students typically enroll for one to three hours of independent study credit, generating an enormous amount of credit hour production for the University. Virtually all of this instruction occurs above and beyond the faculty member's regular load assignment. This type of faculty service is invaluable to students since it offers them an opportunity for further intellectual exploration as well as facilitating their completion of a degree.

Dissertation and Thesis Advising. For the 1992-93 academic year, there were completed 52 dissertations, 95 theses, 69 3 hour creative projects, and 13 6-hour projects. A total of 58 3-hour research papers were also completed. According to the Graduate School, "many more students do not complete their degree programs" which adds to the faculty load when students fail to complete their theses or creative projects.

Current records show 460 active doctoral students, 314 of whom have an appointed chairperson. Many faculty chair more than one committee; thus, the 314 figure would include overlap. In addition, each doctoral student has at least four committee members, sometimes five. Recognizing that faculty may serve on more than one doctoral committee, the equivalent of at least 1,256 faculty (314 x 4) spend enormous amounts of time serving on these committees with no assigned time.

Departmental Honors Advising. In many departments, academically-talented students have the opportunity to pursue further course work assignments in their major area and graduate with departmental honors. A number of departments offer this option and faculty advise students with no type of load consideration. There were 17 departmental honors graduates during the 1992-93 school year and 7 will earn this distinction at the 1993 Fall Semester Winter Commencement. These numbers do not account for the hundreds of department honors students who are advised by faculty currently pursuing such programs.

COMMITTEE INVOLVEMENT/UNIVERSITY SELF GOVERNANCE

The concept of self-governance by the faculty dates from the founding of the original universities in this country and has been reaffirmed from time to time at the national level in the official documents of the American Association of University Professors.

Ball State faculty members are involved in University self-governance in a multitude of ways. University, College, and Department level committee structures are perhaps the most visible ways in which faculty are involved in running the University. Decisions regarding Curriculum structure; Course offerings; Academic and Professional Policies; Hiring, Retention, and Promotion of Faculty; and Salaries and Benefits highlight this tiered structure of Committees. University, College and Department Committees adjudicate disputes, award grants, review research proposals, and advise Chairs, Deans, and the University administration and Board of Trustees about a variety of other matters including health and safety issues, matters of patent and copyright, intercollegiate athletics, computing services, and a variety of campus and student life issues.

At University level, Committees exist which directly advise the President and Board Trustees. A majority of Committees exist as Councils and Committees of University Senate which is "the principal agent for the formulation of educational policy at Ball State University." (Faculty and Professional Handbook, p. 2). There are three Senate Councils and 25 standing Senate Committees. Members of the Senate, members of Senate Councils and Committees, and other University Committees not part of the Senate (as well as College and Department Committees) serve as volunteers. In Academic year 93-94, there are 452 Committee members serving on University Level Committees. A copy of the current Constitution of University Senate is attached (Appendix B) and will give the specifics of Senate, the Councils and the Committees. The count of 452 active participants in the system is strictly faculty and does not include students members, ex-officio members, nor administrators.

College and Department Committee structures vary from Unit to Unit; however, in general, they follow the basic structure of University level Committees. The College of Business, for example, has 12 Committees with 95 Faculty memberships with responsibilities ranging from Promotion and Tenure, Salary, Computers, and Curriculum to International Issues, Scholarships and Awards, and the College Executive Committee. The tally of all College Committees and inclusive Faculty Memberships resulting from a recent request for information reveals 55 Committees with 380 members (5 of 6 Colleges responding). A poll of Departments for their committee structures and memberships was beyond the scope of this report; however, if each of Ball State's 55 academic departments had a minimum of 4 committees, each with 5 members, 1100 faculty committee memberships are currently being filled. Using the Department of English as a typical department, one finds that there are seven area committees that make decisions regarding the content areas: American Literature, British and World Literature, Composition Committee, English Education Committee, Language and Linguistics Area, Writing Committee and Humanities Committee. There is the Curriculum and Policy Committee which coordinates the various decisions of the area committees in terms of the entire department. There are four committees for personnel decisions: Salary Committee, Promotion and Tenure Committee, Graduate Faculty

Committee, and Contract Faculty Committee. There is the Computer Committee to determine the needs and policies of the department in this area. There are four committees whose main responsibilities are directed toward students: Graduate Studies, Undergraduate Studies, Continuing Education, and the Review Committee (grade appeals and disciplinary action for students).

The total committee memberships of all University, College, and Dept. (est) would then be roughly 2000, not including positions filled on special committees, task forces, and ad hoc committees. Additionally, Ball State faculty members serve as advisors to over 225 student organizations, student professional societies, and honoraries.

PROFESSIONAL SERVICE

Service to the University in the capacity of a volunteer Committee member or faculty advisor to a student organization are only two components of the professional service contributions provided by Ball State faculty members to local, state, national, and international professional organizations. Annual reports for 4 of 6 Colleges enumerate countless chairs, directors, editors, and task force members whose service extends the representation of Ball State University far beyond the bounds of the Muncie campus.

The productivity of Ball State faculty, as evidenced by state and community service grants and special projects impacting the citizens of the state of Indiana, has recently been compiled. The resulting 37 page document provides a county-by-county wide listing of over 1500 citations of Ball State contributions to the state over a four year period, as provided by those departments responding to the call for information. If one looks at Huntington County alone, as a typical citation, the University has provided the residents of that county with 21 different community service projects and events, including outreach programs in the arts, musical performances, economic development shortcourses, consultants to Native Americans, Anthropology field reconnaissances, and downtown/community improvement projects. No record is provided, however, of the productive faculty-hours which were dedicated to the projects and similar ones in each of Indiana's counties.

SOME CONCLUSIONS

We're certain you've been impressed, as we were, by the faculty's sincere, honest dedication to their jobs. We note how many are "going the extra mile" already, particularly in the area of teaching. We're also delighted to observe that several years of nationwide discussion of faculty productivity have not caused our faculty to *reduce* their workload to those activities most easily quantified by industrial productivity models. They've maintained their devotion to the universal principles of the Academy, even in difficult times. They've proven themselves to be professionals who will do what has to be done, knowing that, although we educate 20,000 students in groups of various sizes, we teach them as individual minds — and that takes time, our time.

There's been much discussion of late of the mission of the Indiana universities, and of Ball State's in particular. After several years of employment of the teacher-scholar model, from the evidence we've gathered in this report, we assert that here the balance, the synthesis, between teaching and all the other activities of a professor is in consonance not only with this university's mission but also with the needs of the state.

AFTERWORD

We live in interesting times in the history of American higher education. For the last few years people from inside and outside the groves of academe, with little or no understanding about how faculty at universities like Ball State spend their time, have continually bombarded us with criticism, usually measured entirely by the number of hours we spend in class, laboratory, or studio each week. Is it four hours, or six, or twelve, or some fractional part of any number? What we know only too well is that such numbers are absolutely meaningless, unless they are used as a starting point for what we do with most of the hours in a day, or week, or month in any academic year. What we actually do is use our time, from 50 to 60 hours each week on the average, in a very productive manner as we serve our various constituents--our students, the citizens of our state, and our academic colleagues--a story that has been told very well in this excellent report with appropriate detail and, more importantly, with genuine feeling and passion.

I have often said that the Ball State University faculty of the academic year 1993-94 is the most productive faculty that this institution has ever had in terms of its contributions in teaching, research, creative activity, and public service. One need look no further than this report to find ample evidence to support my observations.

Finally, I wish to thank Professor Bruce Hozeski and the members of the Task Force on Defining Faculty Productivity for taking the time to compile this material. It is a landmark study which richly merits a careful reading both on and off our campus.

Warren Vander Hill
Professor of History
Provost and Vice President for Academic Affairs

Appendix A

Responses to the Open-ended Questions

Work which is vital to my effectiveness as a teacher

Advising, mentoring, sponsoring, studio teaching, out-of-class teaching

- Are there aspects of my work which are typically unreported? Oh yes. The hours of discussion about vocational choice, about personal decisions; learning the names of the students and their ambitions as well as their score on a final exam; making sure that I have substance to offer when they ask for a job recommendation; trips to dorm rooms, apartments and parents' homes to root out a student who has become discouraged and elected to drop out; none of these things are asked for when I am asked to tell how I spend my time as a professor.
- I try to see every student (70 this semester) at least once in my office for a fixed 15 min. appt. I'm a much better teacher when I do this - you can guess how much time that takes, but the students like it. I do too.
- I would like to emphasize that there are many other areas of contribution (Productivity) beyond the traditional "scholarly/creative" work which I and other faculty produce that MUST be recognized, as well. Often, these contributions are lost in the traditional mindset about what certain university faculty do. This mindset can be found both on and off campus. These activities include the voluntary efforts by many faculty, with only nominal teaching loads, if any, to initiate, organize, promote, and direct domestic and foreign field studies tours. Last May, I organized and directed the first international design workshop conducted by a department in the College of Architecture and Planning.
- So much of my efforts are directed toward students and their needs that it's difficult to calculate exact amount of time. For instance, students regularly "drop by" during non-office hours to chat about their research, teaching issues, the field, etc. This is an important time for them to discuss their thoughts and for me to help them. It's as important as what I do in the classroom--especially for my good students. I regularly make calls to help them (get a job, locate a source, etc.). I am very accessible to them. While the interruptions are probably "ineffective" in terms of "me" accomplishing my own goals, the time I spend talking and helping students in informal ways is an important part of the job. Ideas and learning are part of the every minute and corner of the campus. Just like a politician counts after-hour parties of "pressing the flesh" as part of the job--this out-of-class teaching is a critical part of what we do. Students crave one-on-one attention, and in my office conversations that happens for them. They get the attention they need to focus and be motivated to do their best.
- Though, I am sure this aspect is not uncommon among many faculty at Ball State University, I believe my willingness to go the "extra mile" to meet with and offer personal counsel to students beyond the so-called "Office Hours" requirement goes unnoticed. Perhaps, this is as it should be...most faculty are not looking for accolades in these areas. But the time is spent, nevertheless, on top of a rather heavy teaching load. This semester, I am teaching three different courses to a total of 100 students! In addition, I take time each week to review documents and offer suggestions to the Department Chair, or during committee meetings, or drop suggestions into faculty colleague, or student, mailboxes, or provide suggestions for new purchases by the CAP Library upon review of publisher's brochures which appear in the mail each month. Each week, I write reference letters for scholarships, honorary societies, job applications, graduate school applications, undergraduate and graduate research grant proposals ad infinitum. I am not complaining. I consider this my responsibility. Do these and the other myriad considerations, hallway conversations, sharing of ideas, etc., show up on my teaching load report? Of course not.
- Productivity is hard to measure by hours spent on this campus. Although I am new to this campus, I find that the same constraints exist in helping students feel comfortable in new environments & with different areas of study. Perhaps I will see this differently later. Nonetheless, I accomplish a lot by speaking to students in other departments, contacting professionals out of town & out of state & obtaining materials that are not held on our campus. I do much of this at my own expense, or at the expense of other professionals and often during evening or weekend hours. Some of my efforts will result in jobs for students. Other efforts will help students understand careers and subjects better. Almost none of these efforts would fit into a standard university evaluation. It is only measured by the Christmas cards from alums, calls to let me know of job availabilities for future graduate and the eagerness friends show to speak to my students. Whatever the numbers say, the success of my students is my measure of productivity.

- As the photojournalism lab manager my presence in the labs makes me vulnerable to fielding a lot of the questions students have about darkroom procedures. This is true of both my students as well as the other instructors students. I love this part of the job, but it is often very time consuming and rather hard to document.
- Effective teaching means being accessible to your students – including at home, evenings, weekends – It's not a job you "leave at the office" at the end of a day.
- I also spend time as an advisor for a student group which includes an hour every other week in the evening. I spend about 2 1/2 hours per week in travel time to get to the schools where I supervise.
- I spend a great deal of time working with students individually who require extra attention. I also talk with and support numerous former students on a regular basis (many of whom want letters of rec.)
- An unreported aspect of my work at BSU is the time I spend supporting students (supervision, attendance) in their extracurricular interests.
- I am on the faculty for the APA accredited doctoral program in counseling psychology and the DACREP approved masters program in counseling. As such, I spend considerable time mentoring graduate students in the roles of clinicians, teachers & researchers. I receive no credit for many of these important activities. Some examples are: chair of dissertation/thesis committees, 1 - to - 1 clinical supervision, leader of research groups, etc.
- Sorry I didn't have time to do my best on this, but I'll make a few notes.
  The creative work that goes into preparing special student activities and classroom demonstrations fits nowhere in "merit" considerations. I am a believer in redefining scholarly work (a la Boyer)
- I arrive home fatigued at 9:30 p.m. after all day visits in schools and after planning meetings or leading teacher in-services to find the phone ringing with an undergraduate who missed class and wants the homework.
- Advising students, serving as their mentor, introducing them to independent research, is a critical part of being a good teacher. I get to know my students as people, and I take a personal interest in their problems and successes. I do this because it enhances my job satisfaction and improves my student rapport. In fact, the reason I became a poorly paid teaching professional is because of the satisfaction I derive from helping students. However, this part of my role as a professor does not seem receive much consideration when "productivity" is evaluated.
- Hours, and hours, and hours of out-of-class student counseling, student organization advising and direction, and continuous counsel in response to hundreds of calls through the course of a year from students in internships and who are working on projects in other classes where an interdisciplinary teaching contribution is sought and can be made result in the finest contributions I continually make to the educational process.
- I work with students on thesis papers, exhibition hanging and am an advisor for one of the student organizations which eats up lots of time as I write and call artists for visitation. I spend days at a time taking care of visiting artists who are brought in a couple of times throughout the school year. Many hours are devoted to studio work and applying for entries into shows. Many hours is given to the delivery of artwork, mailing and packing of artwork (both mine and student work) and to taking slides of both my work & that of students.
  My work and that of my students has been seen all over the state (mine, all over the country).
  The quality of teaching improves with one's devotion to their field, less committee work & more studio time would contribute to the quality of my teaching. Professional involvement in one's field is the best example teachers can set for their students.
- Teaching involves classroom instruction, but also, equally importantly, contact with students outside the class, including discussion, guidance on theses/projects, or group projects involving >1 student.
- I do a tremendous amount of student mentoring. I supervise undergraduate, master's, and doctoral level students who are interested in learning more about the research process (aside from theses and dissertations) and I feel that this is an essential part of their training. Many of my undergraduate students go on to graduate schools and many of my graduate students will pursue research positions. I often feel that I do not have enough time for mentoring students because of the other teaching requirements.
- I spend tens of hours per week on unreported professional activities, such as, "unofficial advising" of students on curriculum, career, repertoire, etc.
- In the laboratory associated with my classes (by the way, I teach four 2-hour classes each semester for the other two-thirds of my load and usually teach another 2 to 4 hour overload of the same class) I interact with the students on a daily basis. That time is included in "Teaching/Teaching Support." In this activity, an extension of my lecture classes, I interact not only with my students but with most of the students of the other instructors who also

teach this service course each semester. I believe that this interaction allows me to become closely acquainted with the abilities, strengths, and idiosyncratic personalities of the students to a degree seldom matched by other professors with so many students. This acquaintance with their capabilities enables me to write carefully constructed letters of recommendation for their personnel files. Many students request this of me which I consider both a compliment and a time-consuming chore which also goes unrecognized.

- Another important aspect that goes frequently unnoticed is my work with graduate students. In the past I have encouraged graduate students to think and act as professionals, that is I urge them to present papers at professional conferences or attend those meetings to network with other professionals. This kind of activity is not required of me but it is very important for the students. My students go through several drafts of their research papers (all of which I have to critique) then they do mock-performances of their papers (all of which I have to attend) and then I go with them to conferences to introduce them to important people in their field of research. This does not only consume time but also my money.

- The one aspect of my work that is typically "unreported" is the frequent informal meetings/discussions with students who are NOT in any of my classes. Very often these are from departments (planning and landscape architecture) other than my own. This helps me to know what is going on in the allied disciplines and also share my work/involvements. I consider this important to my effectiveness.

- Support of students and organizations of students goes completely unnoticed. I am faculty sponsor of 3 student organizations and this requires a lot of time--several hours weekly. In my opinion, this is support of teaching, as it motivates students by letting them know the faculty cares and is interested in their activities.

- Many aspects of my work are typically unreported/unnoticed, but that doesn't bother me. I would feel rather silly putting on my annual report that "I helped Twila learn how to save her Interchange conversations," or "listened to Barb about a problem she was having w/one of her students," or "gave Becky some good handouts on study skills to give to her students." All of the above is just part of my job, as I see it. But they all keep up my effectiveness, and helping people out is called being an effective teacher.

- I am currently teaching a special improvisational workshop for students, outside the classroom with no salary or released time for me, because they wish to sharpen their skills. There are 13 students in the class and I spend 3 hours each Saturday with them.

- The work done with students is not recognized. One quickly spends half-hour or hour at a time on computer projects. More students should seek the help.

- It is imperative that work-load expectations take into consideration the out of class activities involved in graduate education. Most of my teaching occurs outside the classroom working collaboratively with graduate students on theses, dissertations, convention presentations, and applied research. These experiences have more impact on students thinking/problem-solving skills than classroom experiences.
  The Dept. of Counseling Psychology has recently been recognized nationally for its scholarly productivity. This recognition will enhance the job opportunities of doctoral graduates.

- The number of hours spent helping students individually in the office is difficult to estimate. There are typically 2 to 3 individual appointments per student per semester and more for some students. Moreover, the hours spent in preparation per week are difficult to estimate. Some of my preparation is done, for example, in summer months when I am actually not being paid to work. Twenty hours, at least, may go into preparation before classes start each semester, especially in August.
  How many times I have given up lunch time in order to see students, attend meetings, or grade papers is difficult to say, but it is frequent. This job requires personal sacrifice to be done properly.

- The first comment I want to make concerns the amount of time I assigned to each of the categories in item #4. I deliberately tried to be conservative in my time estimates. I was amazed how the total hours came out! Now that I reflect on the total hours, I realize I probably put in more hours than reflected in the total. For example, I do not take coffee breaks, and I do not take a lunch break--Instead I eat my sandwich in my office while I work! I also take work home at night in my briefcase as do most of my peers.
  Probably the most important aspect of my work--which does go unnoticed and is not reflected in any load report or other rep. is talking with students. Simple chats in the hallway, office, or lab about things like careers, ideas, and so forth appear to have had the greatest impact on my former students, some of which have gone to schools such as Washington University and Rutgers University for doctoral study. Of course, jack-up the teaching load and the time for such informal communication goes down!

- Being available to students as an advisor is typically not reported. I have a number of advisees, and I also work in our department on curriculum revision and certification more extensively than most faculty in the department.
- The development of a stronger working and dialogue relationship with the public school teachers is an aspect of my work which is primarily unnoticed. Yet it is critical in the courses that I facilitate to know what will fit into existing practice and what will not. Because my students spend quite a bit of their time in the schools, what the teachers have in the way of information to influence the courses is vital. My college students need to experience relevancy in what they are learning so that it will become part of their teaching practice as they enter the field. Over the past two years, several ELED faculty members have begun meeting informally with teachers to discuss issues related to strengthening the course so as to provide the best possible experience for our students.
- Architectural education, particularly studio courses, are by their very nature one-to-one encounters. The teacher must get inside the students mind and critique - product, process, values, strategies, cultural & environmental issues, construction & materials implications and functional issues etc. The scope of issues and the range of valid potential approaches makes this kind of educational process particularly time intensive. There are no short cuts.
- No matter how busy I may be I never refuse to see a student who may have a question of any type. My first and major is concern is for the students. The university sometimes makes that difficult because the emphasis is placed upon research for the purpose of granting tenure and merit for salary increases. Taking time for students and being <u>available</u> to meet their needs can often hinder my efforts in the research area.
- It is difficult to make precise assessments on the amount of time I spend weekly in each of the categories listed. In part, this is because there is no "typical week": such activities as grading, writing for publication, and grant writing are the major demand on time in some weeks and absent completely in others. There is, however, a more important reason: many activities serve more than one purpose, even a purpose more important than the "obvious" one. I can give examples: attending a departmental club meeting is a "service" to the department, but may result in a real learning opportunity for students, and by giving the faculty member a better feel for his/her students, make that faculty member a more effective classroom teacher. Preparing a lecture for a departmental seminar will involve "study to maintain currency in one's field", but also may be an aid to one's research project, and is definitely a "service" to other faculty in the university (in part, because it helps them to be current in the field also). Office hours may appear under the category of "teaching and teaching support," but if students don't come, those same hours can be spent productively on other activities. Reflection on the material one teaches, even old and well-known material, can continue to produce new revelations and insights on the nature of one's field.
- Many activities (i.e. currently writing a textbook) are not included in my assigned-time. Nor is holding observing sessions for all sections of our undergraduate general education astronomy classes. Maintaining instruments in the Observatory is another activity that is <u>not</u> part of my work load assignment.

Class preparation

- Non-teachers often have difficulty understanding what teachers "do" with their time. Very little of our actual work time is spent in the classroom. Most of our time is spent grading, preparing classes, keeping current in our field, & in one-on-one sessions with students. All of these activities are vital to successful teaching. A shoddy class prep results in a wasted hour of class, outdated information creates a workforce that is outdated before it even graduates. Ignoring students with problems leads to an unnecessarily higher failure rate. On the other hand, a well-prepared teacher, aware of current pedagogical & theoretical research & willing to spend actual time with individual students can help produce students who not only learn the information for that one class, but also learn to think for themselves. The result is an individual who does well in classes, graduates, & becomes a productive member of the workforce.
- The amount of time spent preparing for instruction is critical to maintaining quality teaching. As we are a "premier teaching institution" this is very significant and relatively unnoticed. I would like to see some aspects of my work viewed as creative endeavors that presently are considered mostly service. As an example, I spend significant amounts of time conducting regional festivals, etc. - these do have a service aspect but also require significant preparation involving research and creative energy. This helps keep me current in terms of teaching skills, strategies, and the like.
- Teaching time in the classroom is only the tip of the ice berg. The "Thinking, creating, planning" for teaching is A WAY OF LIFE, not just a job. I may be on a holiday but my mind is still used up working out ways to better reach the student. Just because the hours are unstructured and not always apparent to the observer, does not by any means, mean that a teacher is not working at it.

- I continually revise, update, and attempt to strengthen my course in Introduction to Theatre. A little noticed part of this is the many hours (some 45 hours per semester) I spend grading the students' critiques of a live theatre performance.
  Three colleagues and I (from Art, Dance, Music, and Theatre) are currently developing an interdisciplinary course in The Fine Arts (CFA 101) which will be offered to a class of 120 students each semester of next year. This, we feel, will both strengthen and revitalize the College's "Introduction" courses.

- I consider much of my class preparation research. When I teach a new work of literature and read about the author and the work, then I am doing research. This research does not always result in publication, except in presenting the results of such "research" to my classes. In basic composition I am always looking for new ways to relate writing assignments to the real world we live in, whether that be in setting up interviews with internal students and faculty or with representatives of minority groups, or whether that is in setting up interviews with social service agencies.

- Good teachers spend many more hours in grading, preparing class materials and projects that allow students to really learn lecture content, and in endless out-of-class counseling and dialogue than they spend in the classroom. The classroom is only the introduction to the learning experience.

- Probably the least noticed but most vital aspect of teaching, for me, are the efforts I spend trying to come up with materials, ideas, and presentation approaches which are going to stimulate students to want to involve themselves more in the discipline and to take responsibility for their own education in the discipline-and, frankly, in making the study of the discipline more competitive with other attractions in their lives.

- I spend time organizing activities and preparing materials for my Burris assignment (1/3 load in the elementary grades or four preparations per week) which serves as a laboratory for my college classes. The interaction of my students with my activities at Burris and with the children at Burris is facilitated by a constant flow of information among colleagues and students. This activity, also not a normal category of faculty activity, is vital to the education of my students.

- I devote a very large proportion of my work week to grading. All of my exams are essay type and require appropriate comments rather than computer generated true/false questions. The time I spend grading and preparing for classes goes unnoticed by the public.

- I am a new faculty member here at B.S.U. I am still trying to get my feet wet, "so-to-speak." Our department is trying to revamp the course I am presently teaching, thus many hours are put in conferencing with other faculty members and department heads in order to make sure we are going in the right direction. I am keeping stats on all work turned in by students to make sure we are teaching the course in a way that students will benefit most.

- As a classroom teacher, many hours outside school -- researching new topics and lesson preparation are not recognized.

- It is very difficult to accurately quantify the number of hours involved in preparation for creative work such as directing or acting in a play. The work becomes the central focus of much of your time, both working and sleeping, even as you are involved in other activities. It is omnipresent.
  Such work enhances teaching because it forces the mind into analyzing and synthesizing information which then can be used either directly or indirectly in a classroom setting: directly by discussing discoveries, approaches to material, solutions, etc. with a class; indirectly by using the approach to analysis & synthesis utilized in the creative work to help lead students to better understanding of material

- What is not normally reported is that it may take some 2 hrs. to prepare for a 50-minute upper-level class. Also, time spent grading essay-type tests, essential in many of our courses, is typically unreported as part of our teaching load. We are currently "OVERloaded."

- Productivity is basically concerned with measuring tangible things - number of papers produced, number of students taught, - number of contact hours, number of committees served, etc. When defined in its narrowest sense it is easy to measure and verify. But bulk of my intellectual activity has no visible output and is difficult for others to verify. For example, I am better off as a scholar and teacher if I read 5 journals and 6 books in preparation for my classes. But if my productivity is measured by pure quantities such as number of students, credit hours, there is no way I can demonstrate the quality of job I do is different or better than without having read those journals or books. Also others cannot verify if I really read those materials. Also a good bit of research done does not get published to be counted as part of productivity. This is the basic dilemma of productivity at higher learning institutions. Maybe, the number of hours spent in preparing for our tasks will better reflect how we spend our time, but quality improvements are hard to measure.

- My work involves the organization of some seventy students and fifteen faculty. A lot of personnel handling is thus involved. Every creative (recreative) activity requires constant learning and research. Each rehearsal and performance requires proper preparation, an emotional, physical and intellectual drain, and time to recover.

- I am a part-time instructor teaching my first semester at Ball State so I do not really have an opinion on "productivity at Ball State" as of yet. I do my class preparation, teach my classes, and make myself available to my students for additional instruction/tutoring/advising as much as I can. I feel that my time is totally productive. As with most college instructors, I probably spend more time on class preparation than the general public would assume. An instructor must not only convey all the required facts, ideas to their students but also convey the required material in a way that will allow the student to comprehend and retain as much of the material as possible. The public is probably not aware of just how much time instructors spend developing a really good presentation.

- It used to be I could go into a class and just "wing it" but now with so many new changes and updates in my field. I really need to prepare carefully and diligently for my classes. I spend a great deal of time reading and reflecting on the literature, discussing these ideas formally & informally with my colleagues, and attending seminars and conferences; that is, the sum total is that I've become a better informed professor and a better instructor/facilitator of learning.

Keeping current

- Probably the most important unreported, unnoticed activity is keeping current in the field. This is one of the most difficult things to do with the pressures of a heavy teaching load. I feel it is essential, however, to the quality of teaching and the success of our graduates.

- Teaching requires synthesis of knowledge. A good teacher is one who can weave elements outside her field -- essays from literary journals, current events, important issues -- into the fabric of the classroom discussion. It is important, in order for teachers to remain vital, for us to have time to read widely -- not just in our field -- and to reflect. I strongly feel that it is often not the material itself that we impart to our students so much as our enthusiasm for our subject.

- Surely keeping up with the work in one's field -- even in such relatively stable areas as humanities -- is not clearly understood by those outside the university -- how much time it takes simply to do the basic reading on one's literary area. Nor do outsiders seem to understand how much time individual students demand. As one of my colleagues remarked of her own children, "I try to neglect them, but they won't let me."

- I don't think the public is aware of how many of us take work home at night, work on weekends, and spend time "dreaming up new ideas." Keeping up with current theories in our field takes a lot of time. The time we spend in class doesn't clearly tell the story of the job of a professor. Time needs to be allotted to the development of new ideas, for programs, classes and research. It's a shame a few professors who teach the same classes year after year and don't revise or give homework give the rest of us a bad name.

- My work has a lot to do with study abroad and foreign study and travel. The effort needed to stay current is greater than realized by most at BSU and Internal Grants are not forthcoming.

- Two crucial aspects of my role as a music professor go unreported: attendance at musical events, and personal practice. It's important for students to see faculty interest and involvement, & it is of critical importance that I be in good shape whether demonstrating my performance ability on the stage or in the studio.
Other aspects of teaching music that are generally under appreciated include maintaining the condition of the instrument collection and keeping the library collection up-to-date, and keeping up with paperwork & memos.

- Continuing education conferences are usually attended at own time and cost-does not accrue as weekly workload. Even if any type of presentation/poster etc. is part of that activity. Even academic recognition of CE activities is greatly ignored.

- I have 135-40 students. I require 3 papers plus 4 tests. To grade paper #1 and write comments took 26 hours. Aspects of my work unreported. Library Time, reading a variety of journals to stay current and to incorporate published research findings.

- The time that I actually spend in the classroom is but a fraction of the time I devote to my teaching. Not only am I involved in administrative & grading activities, but I am also devoted to further developing my teaching expertise. Such "professional development" activities include continuing graduate study, improving my piano, vocal & conducting skills, keeping current in research in musicology and performance practice, and performing in an

ensemble or as a soloist. Becoming aware of the expectations & demands on students here at Ball State and at other institutions of higher education aids me in understanding where my students "are coming from."

- Much of my time outside of class is spent in trying to stay abreast of developments in my field. This requires a great amount of reading, and considerable work in the library in keeping up with the new books and articles published in my field. I am constantly working on ways to improve my teaching - looking for new teaching materials and new class activities. Since I am in the field of teacher education, I spend time learning about the views of the public and the media concerning the field of education. All of this effort is directed toward providing high quality, up-to-date education for my students.

- My extra work is related to improving the courses that are currently being taught so that more of the needs of a prospective employer can be met. I teach in a technical field and this requires that we keep up with current technology. Graduating students that know how to operate tools that are 20 years old does no one any good unless the tools are still used in industry. The needed research is good unless the tools are still used in industry. The needed research is to find out what is used now and look at improving it. Knowing what is used will help my students in that I will teach what is currently used. If I can improve the quality of commercially produced goods by exploring options to production methods, then the whole community will benefit by the cost savings and increased productivity and possibly jobs if it is an improvement that we can keep locally.

- It is difficult to be productive in several areas at once - teaching, research, service. However, I do think that being involved in good research helps the teaching component of our job. However, more time is needed for remaining current in field - reading - and this is not seen as a productive activity.

- Although I do not research or publish, because there is no monetary incentive for contract personnel, I do keep in touch with businesses like Hewlett-Packard, that I might relate to students and to assist them in their search for career positions in the business world.

- After spending nearly 15 years in the newspaper business, I was used to working odd hours, at home and on the weekends. I was also used to some weeks of lighter work loads and many weeks of way over the 40-hour, for-pay schedule. I don't think, though, that most people realize how much time and effort goes into being a <u>good</u> teacher. There are bad ones, granted, and you can make things easier on yourself if you sacrifice quality, but that is true in any profession. Just staying up on current developments in your field requires a great deal of time and I think many college professors do a better job of this than people in "the real world" because they (the profs) need to have answers for students. Being able to <u>do</u> something is not the same as being able to <u>teach</u> someone else to do it. If you're dedicated, you spend a lot of time and effort out of the classroom.

- In many respects, my teaching effectiveness is often influenced through informal and non-reported means such as conversations with colleagues at other universities or attendance at seminars and professional presentations. In addition to the time spent in active participation of such events, I also use productively the time spent afterwards in reflecting on and assimilating the shared information.

- I work in a field that depends a great deal on new technology - I spend a great deal of time reading magazines and manuals, attending workshops, and learning new computer software such as Multimedia Toolbook, Authorware, Quest, Macromedia Director, Toaster Editor, etc. In order to keep abreast of the new media I must develop programs; therefore, I have applied and received four computing services grants with my colleagues to develop Multimedia software. These grants have kept me busy every week-end for the past two years.

- Remaining "current" in the field of architecture is also particularly time consuming because of the variety and numbers of interrelated disciplines involved in design decisions. Each discipline must be "tracked" by the design professional. Changes in one discipline translate into impacts on all others.

- I am active on a hospital advisory board in my specialty area. I am certified in a specialty area and must take a competency exam every 5 years to remain certified. I receive no compensation in any form for preparing for & maintaining this competency.

- A teacher's first job is to educate. The problem, however, is how one defines "educate." If an educator merely needs to repeat to an audience the facts that he or she learned while in school, then almost anyone can be a teacher and can teach almost 40 hours of class each week. If, however, an educator is required to keep current in his or her field so that new information can be passed on to students; generate enthusiasm for the subject matter; and help on a one-to-one basis those students that are not keeping up with the rest of the class, then an educator is truly a special breed of person with very specific professional needs.

Supervising dissertations, theses, research projects, independent studies

- The advising of doctoral dissertations is also extremely helpful not only to the student, their school corporations, and the state, but help me to share cutting edge information in the graduate courses I teach. Graduates of our program are the educational leaders in this State. They are principals and superintendents in charge of multi-million dollar organizations. We really could go on and on, but, until education becomes valued more communication will remain difficult!
- Also, the amount of time spent directing graduate students in thesis and dissertations in many cases goes unnoticed or it receives very little credit.
- One area which needs attention is the area of thesis/dissertation/research paper advising. Some kind of credit, preferably load credit, needs to be created for those who do such advising. Maybe these classes (RES, THES, etc.) could be handled as continuing education classes and then the chairs of these committees provided a stipend.
- In the sciences, I feel that the amount of time that is devoted to supervising graduate and undergraduate research projects goes unnoticed frequently. I n my lab I supervise 2 graduate students and 4 undergraduates all registered for thesis hours or undergraduate research credit. Each of these students requires a considerable investment of my time in planning their project (each experiment!), performing the research (they need to learn the techniques!), and analyzing & recording the results. This is an important contribution to their education which often provides them with some practical skills to acquire their first research tech position or entrance into a good post baccalaureate study program. This investment of our time (many of my colleagues are in similar situations) is not reflected in our assigned loads.

Varied responsibilities and activities

- I consider teaching as a profession whose activities are hard to specify timewise. Given that class preparation, paper and quiz or exam grading and unexpected services required by students are out of the class meetings and office attendance time. I think I am overworking myself. I sometimes return to work in the night to leave office at one or two o'clock. But I am too conscious of my role in the students' preparation to life to give up my busy schedule.
- There are many aspects of my work which those "on the outside" are totally unaware of, I would suspect. These are factors which make the demonstration of "productivity" difficult, but yet are absolutely essential to my role in making the University as a whole productive. They don't show up in terms of my "effectiveness as a teacher," but success of the University in its overall mission demands that they be done. Examples:
  1. Hours spent in preparing for and conducting hearings for the University P&T committee, writing minutes, phoning to clarify language, etc.
  2. Arranging for and conducting or participating in meetings of countless committees, councils, task forces, etc.

  These hours don't "show up" in the hours shown above.
  3. Assisting faculty, finding resources, "mentoring," etc.
  4. Contacting and visiting public schools to arrange for class visits, arrange tutoring schedules, etc.

  These are only examples, but they might convey the idea. Being productive in a visible sense is often difficult because of the incredible demands that exist beneath the surface. To look at productivity only in terms of student hours generated misses the point. Look at what it takes, and what faculty are required to do, in order for the University to fulfill its mission.
- Service on thesis committees (we have undergraduate as well as graduate theses) and mentoring "independent study" projects are major unreported (or at least unloaded) teaching activities. Reading, of course, is essential to teaching most subjects effectively. There is also a host of other, smaller, teaching-support activity that typically is unreported and unnoticed: arranging field trips, arranging project presentations and reviews ("juries") for studio classes, producing study aids and reading lists, getting books on reserve, etc. – not to mention preparing or updating syllabi, devising stimulating assignments, and other class preparation – or fixing projectors, running photocopy machines, buying supplies, and so on. We also serve on "juries" in other classes and have an annual review of portfolios of all 3rd-year students.

  Administrative assignments involve a lot of detail-work that others often do not know about. My current responsibilities include graduate student advising & registration, recruiting, admissions, supervision of grad. assistants, writing job descriptions for position vacancies, maintaining job postings, answering calls for professional/public services, mentoring new faculty, and so on. I do this mostly without clerical assistance. Increased attention to "accountability" and "assessment" takes a lot of time, as do other tasks such as filling out questionnaires.

- Ordinarily I teach 160 students every semester. I rarely put in less than 60-70 hours a week, and the administrators are asking for more productivity? A key factor is communicating to the public our commitment to teaching and our energy level – how that's done, I don't know.

- College teaching involves more than the hours spent in the classroom and this is often over looked or unknown to the general public and/or public officials. I think it would be good to develop a profile of the hard working Ball State College professor showing the hours spent on and office campus doing her/his job. We take our jobs home with us; we work late at night -- both in the office and at home. Maybe your committee could get faculty (a selected group or those interested) in keeping a log for one week that would detail their work load. I think a good portion of our work goes unnoticed.

- As a department chair, my various duties overlap somewhat - Thus, the 79-80 hr. work week... but I must teach 2 large classes, ea. 150-200 students per semester; run the store 25+ hrs. per week and research when I can-mostly for textbooks. Some of my faculty arrive at the office at 5AM weekdays-and also are here Saturdays and Sundays One or two are "in-residence" evenings, as well.

- It is a misnomer to refer to faculty loads as 12 hour teaching loads, since this is misleading to those who have no first hand knowledge of the 50-60 hour weeks of most faculty.
  Since faculty members are in primary contact with the student population, there are hours spent weekly in individual conferences, formally and informally. This includes make-up work, individual projects, questions and concerns, and referrals for other services on campus. The past few years have included undergraduate advisement as well as doctoral committees and graduate projects. Chairing doctoral committees and serving as cognate representatives on doctoral committees have often received no load credit or recognition.
  As professionals, we spend many hours preparing proposals for refereed committee evaluation for state, regional and national presentations. When accepted, it requires many hours of preparation of oral presentations, written papers, handouts visual aids and travel arrangements. When it is a research paper, it takes long term planning to collect, analyze and interpret the data leading to the research paper.
  I find that my research serves as a role model to my graduate classes in requiring them to conduct action research for their semester projects. My research and writing are examples to my doctoral students by being active in the field and mentoring them in those professional behaviors expected of them. I often use examples of my own research in class to break down the fear of researchers and interpretation of research reports.

- I am kept so busy preparing, grading and teaching core classes, and miscellaneous committee assignments there is little to no time for me to develop-further enhance-my professional and/or research skills. This constant giving makes it difficult to replenish or renew your interests and energies in the field. This is a disservice to the students ultimately.

- First, thank you for asking for this information. Teaching at the Lab School may make our teaching hours look inflated, but they are actual student contact hours. We are evaluated on 12 hrs. as a full load and most reports list 12 hrs. for lab school teaching assignments. Research, creative endeavors, grant/writing are all important parts of personal professional development and positively relate to the actual teaching part of the job. I do what I can, wish to do more. I enjoy the respect of teachers locally, within the state, and somewhat in the regional area. This brings opportunities for professional sharing and growth. The support services (this year) are exciting, helpful, and efficient as we "grow into" our technology. That involves many in-service hours. I neglect family, home, lawn, health, etc. to work at Ball State. The only idea I have for improving quality is to provide more hours in the day. More money would permit the hiring of help at home. That would be nice, too.

- I believe that many of the faculty members of my Department are highly productive. I know that my average work week consists of between 60 and 65 hours. Forty-five of those hours are spent on campus while 15-20 are completed at my home office. Many of my Departmental colleagues spend a similar amount of work related time per week. Weeks vary, but teaching, research and service fill my waking hours. A professional's life is often this way and Ball State University's policies pushes one to be a workaholic. For example I currently: 1) Direct three research/teacher education grants (one for over $1,000,000 the other two total about $50,000); 2) Direct three doctoral students' research and am a member of three other doctoral committees; 3) Teach 89 honors students in Honors 299; 4) Direct one undergraduate Honors Fellow's research with me; 5) Direct a National Network of over 750 outstanding teachers of Biology at the secondary school level; 6) Serve as a member on a national journal's editorial committee; 7) Maintain active members in the following professional associations by committee work, offices and/or presentations at their meetings: NSTA, ASCD, NABT, IAS, HASTI, PDK, Golden Key, Sigma Xi, Kappa Delta Pi, and several conservation organizations; 8) Direct the Human Genetics and Bioethics Education Laboratory which services a national audience; 9) Publish three newsletters per year (currently in Vol. 14.2); and, 10) Serve on Ball Memorial Hospital's Ethics Committee.

I believe my efforts in biology teacher education over the past 21 years have improved the teaching of biology of thousands of secondary and middle school teachers; thereby, impacting hundreds of thousands secondary school students. For example, during the past three summers a total of 20 teacher education two-week workshops have been conducted with 24 teachers in each workshop. Each of these teachers are responsible for implementing the goals of the workshop with their students during the academic year (they average about 100 students per teacher per year). I visit the classrooms of about 20% of these teachers during the academic year component and then conduct update workshops on Saturdays. Data from the academic year components on high school student performance improvement attest to the fact that significant learning has taken place. Teacher's report a change in attitudes about teaching an a new excitement for teaching The network connects some of the finest Biology teachers from throughout the nation with colleagues who need to see their expertise improved. My research, and most of my service component has been devoted to the improvement of biology education at both the secondary school as well as the university levels. My teaching, no matter to what group - college students, peers, and community members from throughout the United States is devoted to the concept of facilitator of learning rather that the imparting of knowledge. For teaching is not filling an empty well; but rather, leading the well to water and, if necessary, priming the pump. I hope that this helps you and the Indiana Commission for Higher Education members understand that professional people's lives are woven with their work to such an extent that measuring their work hours is like measuring their waking hours. Good luck in your endeavor!

- As dept. chair I feel it is extremely difficult to find quality time for research.

- Much of my time is spent advising students, formally and informally, about professional and personal issues of making it through school. This includes graduates mostly, but I also see a few undergraduates guiding people to the right place is time-consuming. I also do a great deal of community service (univ., college, and dept. committees), many of which I chair. It's hard to get anything else in, but these are things that <u>someone</u> must do. They all serve to keep things (research projects, doctoral committees, minority stunt relations) running smoothly. They do not count in academic time, but all are vital to my academic career. My students are finishing work on time (i.e, diss defenses and graduation), and are successful.

- I am satisfied that I am productive in my assignment at Ball State. I simply do not have enough time to do all that is expected of an administrator/teacher during the regular working hours and work days. It is now 4:20 p.m. on Sunday and I have been in the office since noon and will not finish by 6:00 p.m. In addition, my Saturday was dedicated to BSU because I felt obligated to contribute my time. I love my work but I believe I am as productive as I can ever be given the time constraints and the load.

- Our jobs at Burris are atypical of any other department. We are responsible for teaching 20 children all day along with the college students who are learning under our supervision. We must meet with them, work individually with them, observe their teaching, evaluate their lessons, communicate with their supervisors. We have no time left to do research or even be very creative. We hardly have time to fill this out!

- In terms that taxpayers and business people understand, I am in my office 40-50 hrs./week - 12 hrs includes parts of weekends. Most of these hours are devoted to teaching (12 hrs.), preparing lectures (10-25 hrs...new course?, revising course?, etc.) - grading (6 hrs. - mostly devoted to essay exams and term papers). And these responsibilities - advising (very heavy at end and beginning of semesters), senior theses (currently working with seven seniors), department committee work and professional organizations. Research is attempted "after hours." After 21 years at Ball State University, I hold the rank of Associate Professor and receive a 10 month salary of $39,000. What more would you (the state) reasonably ask?

- I know this sounds strange because of the great number of hours, but I really do work Saturdays, Sundays, and evenings. I am not a workaholic, but . . .this is currently the time it takes. Maybe later it will ease up. Whenever I take a day off, I can't believe how far behind I have gotten.
(back page) As per the comment on the reverse, I need to keep my comments short. I do feel that there is an inconsistency between public statements about productivity made by the administration and those activities rewarded by promotion and tenure committees. While that is not the focus of this survey directly, it does relate to the issue of teaching vs. publication. Should faculty be required to teach even more than they do, they could not really participate in their scholarly fields in any significant way. Just yesterday a potential faculty candidate from another state gasped when hearing the teaching loads we currently carry.

- I spend an average of 8-10 hours per week conferencing with students both in (rarely!) and out of class to make them feel more comfortable about writing. In addition, I usually take one week of class for conferences individually on writing portfolios. As a 101/102 instructor, I also spend one day grading midterm essays and one/two days grading other teachers' portfolios. This means that during the last week of class, I must grade my 2-

101 classes' portfolios plus 4 other classes' portfolios in addition to my other 2 class responsibilities. These are almost too demanding for our pittance pay - which I would earn if I did not teach Basic Writing classes.

- As a person who is completing a doctorate and teaching 4 courses (2 ea in English and journalism), I cannot personally be any more productive in respect to research/ study and course teaching/ preparing. It has to be the responsibility of the individual departments to encourage professors to extend themselves in classroom and research participation. Professors must be very aware of this need and be penalized if they are not current in their academic areas.

- I believe I have understated the hours shown on the other side. Since the beginning of the semester I have found myself working two solid evenings (7-12 PM) each week, plus coming in for at least a few hours on either Saturday or Sunday each weekend. I am developing one new course, and that takes a lot of time, but I honestly don't know where it all goes. I just know that this is a very full time job. Thank you--

- This is my first semester teaching at Ball State and the two courses I am teaching are new to me. I don't have much time to do activities other than prepare for class, teach and consult infrequently in the community to keep my psychology skills sharp.

- In a typical week, I spend from 9 am to 6 pm at the University doing University work. come home and eat and then do University work for a couple of more hours. Saturday is chores around the house, but class preparation/correcting papers Saturday and most of Sunday.
Most weeks I think about how easy people with 9-5 jobs have it. They go home and have no job related work to do. The work never ends - it is just when you call it quits for a little family time.

- Honestly, I am so busy being productive that I don't have time to complete this part!

- I feel burned out; Being in a tenure track position (3rd yr. at Ball State) and working on doctorate while trying to do an excellent job in classroom and building my program (of which I am director) has left me with no time for personal life.
It is now 6:30 a.m. I've been working on school related things since 4:00 a.m. Now it's time to go to school!! Help!!!

- As noted on the Faculty Productivity Survey, I am a department chair. My work load is estimated at 60 hours per week. This has not changed appreciably for the past 22 years, of which the first 10 were as a full-time faculty member. When I was a full-time faculty member, I spent endless hours developing new curriculum, writing and presenting new ideas to colleagues throughout the state and country. I likewise spent many hours outside the normal scheduled classes to work with my students. As a department chair, I now see my primary role as assisting the faculty to achieve their goals of outstanding teaching, research and service. It takes hard work on the part of many persons for the faculty at this university to be leaders in teaching, research and service. It is incomprehensible to me how the Indiana Commission for Higher Education, which should be challenging us to higher levels of achievement in our disciplines, is attempting to mold us into workers on an undergraduate education production line.

- On Monday morning of Spring Break 1993, 14 of our 22 faculty members were in their offices in this department working without compensation on teaching, research and service activities. I only wish the Commission for Higher Education would try to better learn or admit how hard many of our dedicated professionals are working for their students, their professions, and the state of Indiana.

- The questionnaire was difficult to answer because there is no typical week. I publish at least 3 articles per year in refereed journals and the research and writing must be done when I found time. I present at three national conferences per year. As a result I'm on the road for Ball State nearly 2 weeks out of the year. I also pay for much of my travel! I typically work 60 hours a week on Ball State U. affiliated work.

- The hours listed under the various headings are sometimes difficult to determine which category they should be under. This is an attempt to reflect the hours spent in performing my responsibilities as I understand them as a 25 year tenured faculty member. Too much time is spent doing the things which need to be done to be fair to students. Fortunately I still have the commitment and energy level to do these things since the ultimate beneficiaries are students, taxpayers and other publics who support our area and the university.
I have taught over the past 25 years a minimum of four classes each semester or the quarter system when we were on it. In addition to the teaching component we have a laboratory environment which requires supervision, ordering of supplies, and maintenance/repairs. There is no release time for laboratory responsibilities or compensation for repair maintenance of equipment. When repairs are performed the outside cost normally would cost from $80 to $125 hourly plus travel in some instances. Over the past few years with new technology

especially computers and software programs learning and mastering these has been on weekends and other times without release time or compensation. We have a laboratory which has volume traffic since several instructors teach in the area. Share knowledge and receive input from industry locally and statewide. I am actively involved in both professional and student organizations.

My teaching schedule the past 5 years from Fall 1989/90 through Spring 1992/93, 10 semesters, was 39 classes. This averages 29 hours yearly. Seven different courses annually. Overload pay was received at the rate of $1500 for a 3-hour class or $1000 for a 2-hour class. Fall semester 1993/94 the teaching load is 11 hours but four separate classes.

I spend many hours weekly teaching, in laboratory, preparation, learning new technology and affiliated activities. At this point in life why do I still do this? Because I enjoy the interaction of the students and making a contribution to the continued growth and prosperity of the state and country.

I think the reward/merit system at Ball State sucks since it does not in a document adequately reflect all the diverse activities various faculty perform which leaves little time for research if one has a heavy teaching load and performs service. My strength is patience, commitment, high energy, team player, intelligence, flexibility, teaching. My major weakness is not [being] an apple polisher.

Concerns of the contract faculty

- The work done by contract faculty in my department is immense. The majority of the contract instructors are teaching an overload and doing extra projects, research or presentations to enhance the quality of their teaching and contribute to the profession. The administration of our department recognizes this work, but travel monies, professional rewards, and prime committee assignments are not forthcoming to the contract faculty. I do not mean to negate the work of any faculty in our department, especially the tenure-line professors who are always extending their reach beyond the classroom.

- I have a lot of sympathy for the inquiry of the ICHE into faculty productivity. The first mission of this university is and should be teaching. This is what Ball State itself has proclaimed it to be. This is what the state legislature and the Indiana tax-payer expects it to be. Your questionnaire though seems designed to define faculty productivity in other terms.

  The most cost-efficient teaching in my department is done by the contract faculty. This is because we teach, on average, larger classes than our regular colleagues, and our compensation is less. Apparently, too, we are successful in our jobs. One of my senior colleague, a regular faculty member, told me recently that he/she had seen the student evaluations for our department and that in general the results for contract faculty are superior to those of the regular faculty.

  I think the plan to raise the salaries of administrators and the regular faculty (the least cost-efficient segment of the teaching staff) by cutting classes and increasing class size is the clearest indication possible of how important teaching students is to the university. The plan will decrease faculty productivity in the one area that is our most important responsibility, for fewer and larger classes will be offered by a teaching staff receiving increased wages.

- I am contract faculty and teach 8-11 hours/sem. At the same time I take classes toward my Ph.D. To date I have paid for 100% of my tuition costs despite the fact that I work here! While I do not need or expect benefits, I would at least like to use the gym without paying the outsider fee of $25.00. I have discussed these two issues with indicated personnel but have always been told "I don't make the rules; it's a board decision."

  Meanwhile, I work very hard at my teaching assignments. Today I stayed 1 hr. after class to help students. I create overheads, other visuals, bring in additional resources, make handouts. I have also written several case studies of our department - all on "my own" time. I would like to think that the students, therefore, the community at large has benefited from the sensitivity and first hand experiences that I bring to the subject.

- I believe my productivity level is much higher than Ball State deserves. As a professional educator, I take pride in the job I do and always strive to provide the best possible instruction for my students. As a contract faculty member, though, I don't feel that Ball State has any concern for my personal or professional growth. I continue to fulfill my teaching load as well as coach, sponsor two student groups, and serve on committees without any compensation. I wonder why I continue with these activities when my employment status is in question each spring. And after seven years of service, this does not appear to be any chance for a tenured position.

- I am full-time contract faculty, teaching 4 courses in freshman composition! An extremely heavy load. This means that most of my time is spent grading papers. I didn't even write down how many hours I spend on the telephone talking with students at home. I also have a family, which means that having time for silly things like research and service is out of the questions most of the time. I do the best I can for my students, but sincerely wish that I could spend more time on class preparation. Efficiency and quality of teaching could be increased by not assigning composition course only to contract faculty.

- Contract faculty in the English Department are not required to do service, present at conferences, or publish, but retention is based on these factors. For all of our efforts in these areas, in addition to the heaviest teaching load in the department, we have absolutely no job security. A pool of permanent professional contract faculty is much needed and necessary to ensure the premiere teaching qualities that we profess to have.

- As contract faculty, I often feel the administration thinks teaching 12 hours a week is all we do. Anyone who teaches at least 2 preps has to spend time preparing assignments, grading assignments (and as contract in English grading includes about 100-1200 papers a semester - 6 papers per student plus revisions, journals, quizzes, and smaller writing assignments), and reading to keep ahead. Additionally, our retention & merit are based on the same criteria as tenure - we have to do committee work & research/presentations or we don't get renewed. For all that work, we get 1/2-1/3 what a tenured prof gets and our futures are always in jeopardy. My students, I'm proud to say, succeed in their English courses and many change to English or teaching degrees.

- I'm a contract instructor. About 2 yrs. ago, I was "encouraged" to present a few lessons at the state Art Ed. conference. I did. Last yr, I was "strongly encouraged" to also present them at the National. I applied. Now they are talking about writing & publishing. Last week, along w/2 other contract instructors, we submitted a computer upgrade proposal for our area. The area coordinator was not interested. I'm being taken advantage of, but I don't care in a way. I was a graphic designer for 9 yrs. and it's hard to say no, I will only involve myself just so far.

- Good questions BUT no time to respond! (we contract faculty are quite busy!) (as well as other faculty)

"I can give no more!"

- I teach 12 hours as a tenured assistant professor. This load includes approximately 600 students in classes (without a graduate assistant!). It is a paperwork/ grading/ organizational nightmare. And, of course, the lack of one-on-one closeness with students is disheartening. I still have managed to co-author 2 textbooks during the last 4 years, and give 2-3 professional presentations per year. All without assigned time for research! Because of having no PhD., I cannot go any higher than assistant professor in rank. My salary is at the bottom. Teaching in the PEFWL wellness general studies requirement, I am affecting the lifestyles and health of thousands of students -- our future leaders! I can give no more!

- I'm teaching 2 courses on IHETS, I have 10 remote sites between them, plus my own academy students. My total enrollment is 120+ students. Coordinating all of these sites, grading the homework, keeping communication lines open etc., is really eating up my time. I've been putting in 12-14 hours days and I'm barely keeping up. The projections for next year is that my enrollment could easily double. I'm very concerned about how I'll keep up with everything. Meanwhile, my research efforts, professional organization activities etc., have taken a back seat to teaching. I understand the need for this, but I'm concerned about my professional growth options as this time disappears. I'm also trying to be a good father to four young children and keep up with soccer, piano lessons, violin, girl scouts etc. Need I say more about my "productivity?"

- During the years when I was writing my dissertation I always felt guilty if I took time off "for myself," since I always had the nagging feeling that I should be reading more secondary literature and writing new drafts. At times during my subsequent career I was able to enjoy some quality time with my family. Now, however, even though I am freshly promoted to full professor, I find myself back in my ABD situation, only worse, because I can't even take off the time which would allow me to feel guilty. Those are the costs of being a committed teacher and a recognized leader in my profession.
  My weekends are no longer my own, with a series of professional meetings or responsibilities on eleven of the fifteen weekends this fall semester, often on both Saturday and Sunday, and usually in places like Indianapolis or Columbus within the State or as far as San Antonio. I am president of one State organization and on the executive board of another, and I hold several positions in a national organization, so I need to be in touch with other teachers across the State and across the country.
  Who needs that sort of activity? Indiana! My organizations provide not only valuable study scholarships for both students and teachers from Indiana but also a constant reinvigoration of teaching skills through our programs and conferences. A new effort this year has been the establishment of a Train-the-Trainer network in the State, where I work to train thirty teachers who then conduct regional workshops for other teachers in their regions. We have outside funding, so the only cost to Indiana is my time (which is donated, since I receive no assigned time or funding for the project), a small amount for occasional mailings, and a State car for me, to travel to trainer seminars twice a year. This is a bargain, since we have through the network direct access to 285 Indiana school teachers who are able to upgrade their skills and improve their instruction through the workshops.
  I have never been paid for working during the summer at Ball State, even though I am constantly on call for committee work, consultation, supervision of Freshman Orientation activities, and other activities such as unpaid substitute teaching for sick colleagues. The State really gets a bargain by extracting twelve months of work for

only nine months of pay. And in my "free time" during the summer I am conducting research for publications and presentations at conferences.

A final note on productivity. I have produced hundreds of computer assisted instruction units which are integrated into our entire curriculum. Each semester students spend more than 2000 hours using that instruction for problem-solving activities with an expert and very patient tutor. That works out to the equivalent of 50 students receiving three hours of personalized instruction each week for a whole semester. Those hours of instruction do not appear on any load report; they come directly out of my dedicated hide.

I have what is considered to be a half-time appointment in administration and a half-time teaching appointment, with 1/4 time "off" for research. Since I have had this joint assignment I have been unable to generate real research and barely able to keep up in my field. So what do I do all day?

1. Teaching: Prepare class. This means reading the assignments along with the students and reading further than they to keep up and ahead. I am teaching a course for which I did not go graduate preparation so this is a real struggle. I had taught 14 different preparations by my fourth year here. Keep current with news and television and media on the subject under study. Schedule films; be sure library books are on reserve and photocopied materials in and available. Counsel students when they miss class, have trouble with a paper, don't understand a concept, are worried about their studies and worried about their lives. Help them to decide on careers or graduate study. Advise them on outside reading. Create exams and other assignments and grade them. Prepare doctoral reading lists and exams and grade them. Directing a dissertation is years of work, and the lst year is particularly onerous as you read a several-hundred page manuscript and criticize it minutely several times. Each year I direct at least two honors theses and one or two MA theses as well. One year I had a plagiarism case and that took my many hours to find the sources, document my case, and then defend it when she appealed. Writing letters of recommendation can be very time consuming. Learning computer skills appropriate to teach the course that satisfied computer competency was another big bite of time. A creeping increase in class size has made all of these tasks more onerous.

2. Administration: Run the Program which I administer in the office--this means budgetary matters, class scheduling, ordering supplies, and other routine office work. Answer numerous inquiries about the Program and the field it encompasses; collaborate with other areas of the university on programming. This probably takes up the bulk of my time--I go to approximately 15 hour-long meetings a week just to coordinate with other areas. Advertising the programming is a big one, as is putting out a monthly, 4-page newsletter with a circulation of 600. Going to all the programs planned is another hidden time consumer--that's several hours per week. Then of course there are the follow-up thank you letters and letters for the personnel files of faculty who participate. Training students who are minoring in the area takes another few hours per week. Maintaining a resource library and being aware of relevant resources on campus takes a lot of time--I preview films about every other week, which is several hours of late night video-watching at home. Being available to faculty members for help in teaching and research and to those interviewing for a position here. Being available for interviews from student and local newspapers or on BSU TV or radio.

3. Research. This of course is the area that suffers, because who has time and mental energy to do really significant thinking after all those hours of being on task in other ways? I use my unpaid summers to keep up in my field. (And by the way, the program I administer must keep running during the summer though there is no summer money for me to do it.) Writing grants or proposals for conference papers gets done on weekends or "vacations" if it gets done at all.

4. Academic Service. I am always on at least one major committee-P&T or a search, sometimes both--and on at least two other minor committees, plus going to routine department meetings and area meetings. Last year I clocked over 50 hours in two months working on a search committee, just reading vitae and discussing them. Of course once the candidate comes to town it's two whole days each candidate. Meeting with prospective students at Cardinal Preview days and prospective graduate students when they are interested in my field. Answering surveys by students and faculty on a wide variety of topics that they need for their research. Writing letters of recommendation for colleagues for grants or jobs or awards--same for students. Mentoring new faculty. Being on panels or student programs, speaking to student groups, serving as advisor to and/or on advisory committees for student organizations.

5. Community service. Over the years I have given talks at public libraries, community service groups, and professional organizations. I am active in community relations in my religious community and to a small degree in political organizations, all of which partakes of my professional expertise and much of which is specifically as a representative of the university.

6. Assorted wastes of time. Last year I did FIVE VITAE! One for P&T, one for salary, graduate faculty, NCATE, and ICHE. Sitting on committees where your input is never used. I have had several of these. Being on a salary committee when the raise is only going to be 1-2% and still arguing over merit dollars. I don't see any way of improving productivity at Ball State--there are no more hours in the day! I have suffered severe insomnia

from work-related stress for two years now--it goes away only about a month after school is out in the summer and returns within two weeks of it beginning again. If we want to remain a decent institution, we MUST hire more faculty to share the load.

- I teach over 400 students per term and - until my short-term classes end - have been in class 28 hrs. per week. I have published books, serve on professional committees, present at state-regional-national conferences and participate in extra faculty development courses. On top of this I am a single mom of 2 young children and trying to give what little of me is left to them. The quality of my teaching can be enhanced by fewer and smaller classes with some prep time. I know this is impossible with current budget strictures, but others in my area teach up to 600 students a semester. What more does the state senate want?

- I often feel that I am too busy with time-consuming but necessary daily tasks to concentrate on research. Three teaching preparations with new courses each semester and no graduate or secretarial assistance makes it very stressful to also engage in research and service. My professional field demands a lot of service and I would be a poor example to my students if I did not participate.
The demands on BSU faculty are unrealistic? One's job should only occasionally take precedence over one's family. However, I have virtually no time left for family. I would never advise one of my own students to become a university faculty member. The opportunities are too limited and the rewards extremely low. My students are my only salvation and I even feel deprived of the opportunity to excel in teaching because of job-related stress.
All students should be required to schedule appointments to work with faculty who are, after all, professionals. Posted office hours are largely ignored by students. No other profession operates with such an open-door policy. I'm tired of having to take work home because of unscheduled office calls.
Research productivity is less than I am happy with but it is not possible to be productive and available to students. I put students first and suffer for it.

- I am very creative, & I would like to have more time to work on developing VIS programs, multi-media, developing new handouts, etc. I teach on IHETS & am extremely busy developing this. I teach on the master's level, & am putting together a new clinical program for undergrads. I do my research in the 2 yr. ADM program. Today is Sunday & I am working all day in my office, in addition to putting in more than 50 here during the past week. My raise was about $1000.00 and I am one of the lowest paid faculty with a doctorate. And the legislature questions my productivity? If I had less than the required 18 hours. . . load, I could be even more productive - maybe I'd have time for more research, more grant writing, maybe even for the textbook I'm trying to write. My students are very successful, three of them have come on faculty in the past 2 years. Since my research is strictly on enhancing student learning, yes it enhances my teaching & their learning, & it benefits the university, the state. . . . But I'm overworked & under paid.

- My research specialty is teaching pedagogy. Our graduate program emphasizes teaching. My publishing is almost solely on teaching. It is all of one piece. I couldn't do all this at I.U. or Purdue.
The frustrating part of the 51 typical hours is that I usually add 5-15 or even more as other projects come up. Right now I have 10+ hours of reading to do for one committee. I fill in 10+ hours of more writing for the book contract I have. Then there is the 10+ of my week I may need if I introduce a new book in my graduate class and I have to research it as well as read and prepare it. The special IHETS class I am preparing takes an extra 100 hours a semester. In a few months I will assume my vice-president's role for the state teachers of writing. My major duty is next year's conference. I could be adding 10+ a week by January. So my 51 hours easily becomes 61, 71, 81 as the semester goes on. So what is typical? The 51 I do most weeks or the 61, 71, 81 I may do on a regular basis for weeks at a time? Oh, and wellness. I assume I should be doing that too: Jogging/ Walking 12 hours a week and periodic sleep. Can we measure productivity by the stress-induced time I spent in the cardiac care unit at BMH two years ago? Was that time "productive"? It's all enough to change careers.

- Because I'm am so productive - my boss dumps more and more on me until the piles of papers on my desk finally slide to the floor. There isn't a scrap of paper on his desk! I feel messy and unorganized.
I believe I have "brought to closure" ONLY ONE project in my 11 yrs. here! All the others just won't die - they need papers written, new funding sources, editing, numbers crunched...they all need work-yet more and more opportunities come my way; and to look productive I say YES - even though I'd rather take off a couple years and finish all old projects. I am swamped and overwhelmed. Too much to do. Can't sleep at night worrying about tenure, promotion, merit pay, student evaluations. I miss at least 3 grant deadlines a year. Then I feel guilty. The OARSP people are wonderful help to me - which is part of the reason I appear to be so productive.

Research/creative work enhances my teaching

Pro

- This is my 25th year at Ball State. My observation is that the faculty in this department (I include myself in this group) who have active programs of scholarly research/activity are also the better teachers (by our traditional methods of analyses). For me, there are several reasons why research and writing help my teaching. A major reason involves the role that research has in helping me evaluate and think about data and knowledge in new or different ways. This carries over directly to how I present ideas and facts in class. Of course, the sense of satisfaction which arises from completing a scholarly article or review helps me maintain my enthusiasm. Finally, writing a research grant, forces me to consider my audience. Again, this is an important contribution to my general understanding of how to be effective in the classroom.
- My research is essential to my teaching. I integrate my experiences, findings and research others have conducted into my courses. My students find it all fascinating.
- For purposes of tenure and promotion evaluation, and assignment of faculty loads, and surveys on faculty productivity, research may be separated from teaching, insofar as "teaching" is thought to consist of speaking loudly enough, using the blackboard effectively, returning assignments punctually, using the same notation as the text, bending every subject to stress its applications to the "real world" (meaning commerce), and gratuitously employing the latest educational technology and software. No. I am a good teacher principally because I love my subject – and learning in general – enough to remain involved in its development and desire to share this with others (though I also return assignments punctually, etc.). I can convincingly entreat my students to inquire, to learn, and to love inquiry and learning only when I show the same habits in my own life. A university only exists when its faculty and students live by these values.
- My research leads directly to my being able to offer special seminars pertinent to current graduate students, both traditional literature students and those specializing in pedagogical methods.
- I spend several hours per day practicing my musical instrument, as I perform nationally & internationally. It is important that I serve as a role model for my students with my performances as they aspire to be concert artists also. I have recruited many students because of my numerous concert tours. My first three doctoral students have all secured tenure-track positions at excellent universities in three different states.
- My research keeps me on the cutting edge of current developments in my field and directly enriches my teaching at the graduate level.
- As a contract assistant professor, the work outside of the classroom that I do often goes unrewarded (even unnoticed) by the university, but I continue with my writing and study because I know it makes me a better teacher. In my opinion, one must have current research in progress, study, and familiarity with committee issues to be a well-informed classroom teacher.
- The research that I do contributes very strongly to my work in the classroom. My research is in the area of criminal law, and since I teach in the area of law and criminology, I am learning about the law everyday myself; when issues arise in the courses that pertain to any of the areas of research in which I am engaged, I can provide information to the students far beyond what they get from the textbook alone. I also may come back to an issue raised in an earlier class when I have gained new information about it and students seem to appreciate this very much.
- My editorial work - I am co-author of two series of books, totaling 80 titles - is of benefit to scholars and the general public interested in the humanities. I also do considerable reviewing for academic journals. My research areas - women's writing, Francophone literature from Africa and the Caribbean - enhance my teaching by enriching the traditional syllabus, adding the voices of women and minorities.
- Over the years, as with most of my Departmental colleagues, my research, publication and creative efforts are focused on projects that are directly applicable in my teaching. For several years, I provided direct instruction and guidance on the application of video technical/creative expertise which I gained from several grants from CICS in support of interest in this area. Our Department offered the first Design Communication course in Video Application of any Landscape Architecture Department in the U.S. This same expertise was recognized by a Department at an out-of-state University resulting in my receipt of a visiting professorship during a period of my sabbatical five years ago. My creative work over the years has been used, continuously, as a model of application in the design studio and other courses. My research in British New Towns and Housing, Urban Design, Coastal Zone Management, Design Process – along with extensive foreign and domestic travel and a broad exposure to

literature and articles related to environmental design – serve as a valuable resource base to Fifth Year and Graduate students who are in the process of selecting a topic for their senior project or Masters Thesis and to students in other years who are enrolled in my design studios, or with whom I may be in contact during juries, or independent discussions. I have been invited to lecture within the College and, in the name of Ball State University, to lecture on these and other subjects at universities here in the States, as well as in England, Germany and Denmark.

- I don't believe one should teach science unless one DOES science. Active involvement in the process of expanding knowledge creates a special energy that teachers transmit to their students. Active research also is the best remedy for stagnation of teaching and teachers.
- This has been a gradual process and I've written and published more articles in scholarly journals more in the last five years than I have in the previous fifteen. I finally have something important and meaningful to say. More research and better understanding of the theories make me a better practicing professor.
- My research (or major parts thereof) and work with graduate students go hand in hand. Many ideas of research are applicable to computer systems that we are developing with students.
- My research and publishing (PPA juried exhibitions) relates to my classes as I am constantly exploring new products to enliven my images. Much of my photography is in the area of dance theatre and sports. Both of these areas directly relate to the images of photojournalism.
- My research and other work directly effects and enhances my teaching. My research too leads to further sharing in the classroom. This is not to mention the direct benefit of Ball State's Bracken Library the community and State of Indiana. I have deposited primary items for research there. These were heretofore unavailable. Few will know of this work and yet it is all a part of the cycle of productivity.
- Research (creating & producing knowledge) gives me 50% of the energy I use in teaching -- it keeps me alive to the subject I am teaching
- Research and publication are the essentials that allow a good beginning teacher to continue to be a good teacher. Continual research keeps teachers continually up-to-date. It arms the good teachers with the very necessary ability to impart to students the excitement of learning and the processes that allow students to continue learning throughout their lives. When students and faculty are involved together in research activities on a one on one basis, which out of necessity must nearly always be outside of classes, they very meaning of what a "University" is and what it means to the welfare of society is personified.
- Publication serves another very essential purpose. Through publication ideas and research findings are analyzed and examined. Sometimes brutally. Sometimes incorrectly. But always in the course of history, communication has allowed confirmation, rejection, challenges and created the pathway for new knowledge and truth. Without it concepts would die and never be tested by a larger academic group in a faculty member's field of specialty.
- As someone who teaches subject area methods courses, as well as content courses, my work in developing articles for publication in journals aimed at teachers, attendance at professional meetings for education professionals, and preparation and presentation of workshops for teachers is directly to my effectiveness as a classroom instructor at Ball State. This is often understood by the general public and by students. For my colleagues, maintaining an active life in pure research allows them to also maintain a sense of vitality and excitement about our field. Their research work is just as necessary to their performance in the classroom. This is often NOT understood by the public or students. The excitement we feel about our subject comes across to students. While the results of such research activities may not be appropriate topics for discussion in undergraduate classes, all students deserve instruction from an individual who believes enough in the importance of the subject matter in his/her field to want to take part in the development and extension of knowledge in it. Failure to include the time necessary to do such research in discussions of productivity is counterproductive in the long run. Students at Ball State University deserve the best teachers available. I cannot accept the notion that anyone who shuns their responsibility for generating knowledge in their field could be classified as the best teacher available for university students.
- I feel that all of the aspects of the work I do at Ball State University are vital to my effectiveness as a teacher. I spend over 30 hours per week in tasks directly related to my 9 hours of teaching/teaching support load (which includes 3 different class preparations per semester) and I could easily spend 10-20 more in order to do the type of job I would consider most effective for the learning of my students. However, I feel that the research and other scholarly activities are essential for increasing my teaching effectiveness. My field is changing very quickly and I feel that I must remain active in research, including participation at professional meetings, in order to keep up with the current findings in the field.

- Since I am in a service department, I teach mostly elementary courses far removed from my research interests. Once every two years I teach one class tangentially related to my published research and my current interests. I find the premise that good research enhances teaching to be mostly vacuous.
- I love to do research. I love to write. That my scholarly life is active makes me active and alive in the classroom. I involve students in my work as well. They learn and benefit (e.g. grad school acceptance more likely with a research experience background)
- Without my research and professional organizational activity, I would find it most difficult to work in an environment where there is so little remuneration for faculty and such disregard for the input faculty potentially could offer to the decision-making process at this institution. I have published on a fairly regular basis and participate regularly in the major conferences in my discipline. I share the knowledge I gather in this way with my students. The artificial chasm being created between teaching and research suggests to me that many of the critics do not have the ability to distinguish between a high school and a university. Ball State unfortunately is moving away from the university end of the continuum and toward the high school end. There is increasingly less support for research and professional development of faculty. When assessment committees are saying that our function in general studies is to make students feel good about themselves and not to impart substantive knowledge, I no longer feel I work in an institution supportive of serious scholarly productivity.
- My own ongoing research is designed to help my students stay more current in our discipline, which is an exceptionally ever-changing one and it provides them with more of a sense that what goes on in the classroom is actually reflected outside the university.
- Research and creative work enhances productivity by allowing an individual to keep abreast of new developments in a chosen academic field, and by affording an individual the opportunity to integrate research into teaching methods. The concept of total quality management in education is essential if the instructors of any university hope/intend to equip students with life-long skills. Such management would not increase the teaching loads of instructors, but instead would insure them the opportunity to take time to interact with students, the professional community, and the public community. Further, research and creative projects stimulate an instructor to strive to be the best teacher he/she can be.
- If I hadn't pursued a vigorous research agenda and performed much professional service for the Society of Actuaries, I never would have been able to lead in the development of the B.S. and M.A. programs in actuarial science. Because of that research and new programs, there are many alumni in Indianapolis and Fort Wayne with very fine salaries, performing important work, and doing significant voluntary service for their communities. There are also many fine alumni scattered over the United States doing important actuarial work in insurance companies, consulting actuarial firms, and for state governments. Many hold vice presidencies or comparable titles in their organizations.
- My research probably has something too with the quality of my teaching but my presentation and publication on activities with elementary school children are directly supportive of my teaching. These scholarly efforts are a natural outgrowth of my classroom efforts and I then feed them back into the educational process of my college students.
- I am committed to the notion that research is linked intrinsically to good teaching. Active scholarship provides a teacher with the latest interpretations and nuances in his or her field. To claim that research is not important at the university level is to reduce the university to some bastard status as a glorified high school.
- Research helps me feel like I am growing in my discipline. Research makes me understand the scientific method. It also aids me communicate my specialty area to both general and specialized classes. My research gives a better name to BSU. Our graduates get pretty nice jobs and go on to advanced degrees.
  Many off-hour work goes on (at home and elsewhere) to "<u>think</u>" about the meanings of various topics (!) in my discipline so that I can better teach!
- Creative work is essential to my teaching. My creative work validates my teaching. I would have no credibility with my students if I did not do what I teach. I also have gained credibility as a teacher because of the success of my former students.
- Much of the debate on productivity concerns the hours that faculty must spend in research. Once again, the public's ignorance of just how quickly current fields are changing often makes this discussion childish at best. People can't imagine how a scientist, locked away from students in his or her lab, could possibly be enhancing his or her performance as a teacher. Unfortunately, if we are to produce students whose knowledge of their field is not antiquated, we must keep abreast of the new developments in our fields. That means several hours each week

spent reading the current literature. However, if a teacher only reads the literature of the field, the knowledge gained is not experiential, and is thus not very accurate. Asking a professor to stay abreast of the current trends in his or her field without performing independent research is roughly equivalent to teaching chemistry without laboratory sections! The public also doesn't understand how quickly a professor's research makes it into his or her classroom. Just last summer a student and I spent a significant amount of time developing a novel chemical reaction. That reaction turned out to dramatically illustrate two very difficult concepts in general chemistry. As a result, I am already using it as a lecture/demonstration experiment.

- My research helps to enrich my teaching in that I take the appropriate material into the classroom. Although not every single item may be useful, the research and resulting writings broadens my perspective on my subject area. It also provides new information or fresh information that is important for both me and the students.
- My research typically has a significant impact on courses I teach at the advanced levels. This is particularly true for lab experiences. I have had thousands of phone calls & letters over the past decade relative to information requests relative to my research expertise.
- As a teacher of writing, my ongoing work in writing projects for the university and the community are vital. If I did not practice and struggle with what I preach each day in class, not only would I lack credibility but I would not have half the skills or insights I do that guide my classroom activities. Because of "outside" work, I can offer personal experience as examples, test writing theories in my own work, and gain expertise in defining publication-ready literature. The benefits of my work come out in students who are prepared to write in their various majors and professions, as evident in the number of students I have written recommendations for, from law internships to graduate programs in writing (MFA at Emerson University- Boston). Better publicity and records, such as this form, would help show the nature of our work to the public.
- To be able to be an effective teacher you must continue to do research. Doing research is one of the way a teacher keeps up with what is going on in the field. I include my research findings or other people's findings in my classes and also I encourage undergraduate students to become involved in research projects.
The research process is the basis of new ideas, techniques, equipment, etc., and without it there will be a total stagnation of the learning process. Many of the ideas, inventions, etc., derived from university research are used in everyday life, therefore at the long run everybody benefits from the research process.
- My own speaking career (seminars, corporate training, etc. helps with my classes. Since this is my first semester, I'm still fumbling -- trying to learn materials, sources, library services, etc. There has been little assistance.
- My commitment to creative research forces me to share my expertise with the art community. I serve in leadership capacities in a state-wide organization and a national art group. I also am in charge of a national exhibition which will attract more than 500 artists from across the U.S. and Canada. These activities help keep me informed of contemporary art and benefits the BSU community.
- Research is the prime motivation for a prof to remain current in their field and, thereby, able to communicate new knowledge to students. Most of my research is used in court to add to the evidence in child custody and criminal matters.
- I am able to teach effectively only because I professionally practice what I teach, outside the classroom. This practice requires many hours and is ongoing, 52 weeks of the year.
- As a new junior faculty member I am just beginning to exercise some control over my schedule and attempting to shift from what seems to take up all my time --course prep-- to research. I think that research/creative endeavors are vital in that they bring timely, hands-on experience into the classroom revealing to the students the essence of the social sciences and keeping the professor current in the field. I think more frequent presentations of faculty research with plenty of advertisement would bring attention to it -- and likely promote greater respect for faculty members and their role in the university community. I think that departmental majors are the best promoters of the value of the university's work. BSU spirit/pride must include pride for scholastic achievement, job placement and honors/awards. The extent to which faculty and staff promote these aspects of the school will be crucial as budgets become tighter.
- Productivity at Ball State appears to be as high as other mid-sized universities that I have attended or worked at, especially given the high teaching load of faculty at Ball State. Most faculty of my acquaintance work at least 60 hrs/wk, 6-7 days/wk. At many other similar sized universities, faculty teach at least one and sometimes 2 fewer classes than comparable faculty at BSU. This, naturally, leaves less time for faculty to do research, and given the stated goals of the university (to provide excellent teaching), seems appropriate. This does not mean that I believe that research is unimportant. In fact, research has the potential to enhance the quality of teaching. Current

research can be included in lecture material, and staying abreast of current research is an important means of providing up to date information in classrooms. Research is also an important avenue of teaching, as many undergraduates are involved in research projects. Ideally, such involvement teaches the undergraduate about each process in research, from designing the project, implementing the research, and analyzing the data to writing the final report. Students come to understand the research process, and often to clarify their own career goals by participating in research projects. Universities and colleges are institutes of higher learning, not glorified high schools, and should provide students with exposure to excellent teaching and excellent research.

- Productivity as it seems to be defined (especially for untenured faculty) is simply the number of publications. Yet, when I look at a class of under-prepared, ill-focused freshmen, I realize such a definition is inadequate. To be productive as a professor, I must help students improve their critical thinking and their ability to do academic work. I grant that I need to research to keep myself current, and that this work needs to be reflected in the classroom. But since I teach five general study sections a year and only one upper division course in my specialty area, the two senses of productivity are at odds.
- Research is a vital part of professional life. At the heart is the question, "What contribution does this research make to the body of knowledge?" Contributions are usually noted by the number and quality of publications. But more important, I believe, than contribution to the body of knowledge is the benefit for the individual teacher in revitalization and creation of energy and enthusiasm for the subject matter with which each of us relate. In our college, it is also necessary if we are to retain our accreditation.

Con

- Productivity at Ball State seems to have come to mean research and publications. I have trouble with this view: I spend most of my hours with students, teaching or otherwise. I have published regularly but evenly: 2 monographs, a book, many articles, book reviews, etc. I do not consider the publications to have more significance than teaching. Nor do I believe contrary to the conventional wisdom, that my publications and research have enhanced my teaching except in a tangential manner.
- You asked above whether my research has enhanced my teaching or benefited the community. Most of the time, the push to publish has little to do with real practical effectiveness or benefit. In our college, community/state/or regional service means little. If one can't get national or international recognition, it almost isn't worth the bother.
- My research enhances my teaching only by the problem solving idea. In general my research areas have little to do with subjects taught here. To some extent the ideas that research enhances teaching is a hoax! -especially for most 100 level courses-maybe nearly all under graduate work. We dilute the meaning of research when students who know little think they are solving significant problems.
- Admit 'research' is almost a sham!

Outreach to the community/state/region--reciprocal benefits

- It is rare that the tremendous amount of community service and professional service work that I do is recognized, yet it is vital to the success of our departmental programs. The outreach work I have done with communities has provided numerous full-time and internship positions for our students, has provided monetary support for many of the students' varied learning experiences and brought very significant recognition to the dept., college and university. My involvement in professional associations has brought tremendous recognition to the dept., college and univ. This has also gone a long way in generating the comments that I hear from practitioners – Ah, Ball State – I'd hire another one of your grads in a minute.
- I believe that I have helped teachers in the area think about issues that should be addressed (through workshops and in-services). I have not turned down a request for community help regarding teacher and/or parent in-service because I feel that I must share information if I want children to benefit.
- Much of my work is concerned with my professional discipline across the State. I find much of what I am trying to develop here at Ball State needs promotion across Indiana. Issues related to individuals with disabilities are moving to the forefront of educational issues. I spend a lot of time "putting out fires" from concerned teachers in the various school districts. Much of my professional training has been with a teacher/service emphasis and not much with research. I think my research capabilities and productivity could be enhanced with additional graduate assistants.
- My research, public service and professional practice as an architect are EXTREMELY important to the enhancement of my teaching. I wouldn't teach unless I was involved in the practice myself. It is impossible . . . . especially in the field of community-based urban design . . . to effectively teach unless you are intimately involved yourself. Over 100

communities . . . from inner city neighborhoods to small town . . . have benefited from the public service that my students, colleagues, and I have undertaken in the last twenty-five (25) years. Mostly, they have become more effective in planning their own future and becoming empowered to effectuate positive change.

- My public service involves a Council and an Advisory Board for the Indiana Division of Mental Health. It helps me be more knowledgeable about local, state, and national issues and policies and a more effective teacher about such matters. My research and writing involves the same issues and polices, so again my ability to explain and critique these issues for students is enhanced tremendously by my out-of-class activities.

- There are several small, on-going projects which fill many of my hours (happily, I might say, because I am glad to do them-- they are why I worked for this profession). Examples include: hosting a visit to campus by a group of 15 Muncie community kids; organizing a community read-a-thon and creative writing workshop for these same "Project--latch-key" kids; offering public readings of poetry; being on the roster for Artists in the Community/Schools, Montana Arts Council, 1993-5; revising manuscripts for publication; sending them out to editors; answering inquiries, writing recommendations, filling in bureaucratic forms such as this, giving interviews, accepting invitations for educational video productions, and offering interviews to student journalists and broadcasters. All these activities are important to me, and they help maintain the educational environment which students require to gain experience in their chosen fields of study.

- When Provost Koch was in charge, the university discontinued the emphasis on non-academic public service to the community. When that happened, the community lost contact with faculty members, who were not rewarded or recognized for such work in the community. The university lost an important PR tool when that policy came down through the P&T process. The community and the faculty have both suffered in the process.

- Local, regional (within state), national lectures impart knowledge to those groups of people who solicit those lectures from me -- in turn Ball State receives visibility

- One of my service areas is public relations photography for the Minnetrista center. This photography can be directly related to the photography I teach in the photojournalism classes.

- Much of my service work with school corporations in doing feasibility studies goes unrewarded at the university. Although this service is valued by the respective school corporations and it results in a written document the work isn't considered scholarly productivity for graduate faculty status purposes. Not only is this service valued by school corporations, it provides me with first hand knowledge of curriculum issues and school organizational concerns which are valuable inputs into my teaching methodology and classroom management classes.

- I feel we don't get credit for maintaining current information in our field and for providing our expertise in the community. The only thing that counts is presentations and publications. Many of us donate hours of our time and expertise behind the scenes of community projects that make a significant impact on the community.

- Hopefully, every university professor has a commitment to advance his or her professional field, community, state, nation and even our global village. Such a commitment translates into the sharing of knowledge and expertise for the benefit of the Society of which all faculty are very much a part. American universities have been leaders worldwide in demonstrating the benefit of "the university" in performing such a social function. As in any other endeavor, when professors are good...the world beats a path to their door. The service function, therefore, will continually require more of a distinguished professor's time as knowledge of the contribution they are capable of making is known. But this is the strength of a university because the role of service extends the role of teaching far beyond the limited parameters of a classroom. And this teaching mission is what personifies the mission of all institutions which call themselves a "university." The time spent in classes would not even begin to accomplish the multiple teaching roles and responsibilities of Ball State University faculty. To obstruct and limit the roles would destroy the effectiveness of the university in society and cost society its own advancement.

- I also feel that the service I provide to professional organizations and to the public are important. I give a number of presentations within the community and throughout the state during the academic year. I think that part of the faculty teaching role is to educate the community. I would like to do more of this service work, but often find myself turning down requests because I do not have time to prepare for them. Obviously teaching involves much more than the 9-12 hours we spend behind the podium and I would hope that could be made more obvious to our funding bodies (the community and the legislature).

- My freshmen students are working in the local schools as tutors in a program that is a cooperative venture of SVS and Teachers College. The community is seeing that we at the university <u>are</u> here to help and assist and not just wanting to take. Through this program we are going to be able to offer the education community teachers who are committed to

the profession and not teachers who would rather not teach but have put in 4 or 5 years and don't feel they can do anything else.

- In activities related to my teaching, I consult with area businesses both on a paid and volunteer basis. My voluntary consulting activities have been in conjunction with the Region 6 Manufacturing and Technology Services program. Both the paid and volunteer consulting help keep my business management experience fresh and provide material for class discussion. I spend 10-20 hours/week on management consulting.
  I think Ball State should emphasize applied research more. It matches well with the teaching emphasis and, in many cases, would generate positive public relations and a better image of the service provided by the university outside the classroom.

- My publication in popular media . . . is an outgrowth of my vocational interests. . . . The constant public recognition I receive for these efforts is an indication that the public also benefits from my publishing activities. This community service has never been a positive factor in merit considerations.

- Commencing with my active role in my profession of landscape architecture while practicing in California prior to entering the teaching profession at Ball State University in 1972, I have continued my interest to support and promote the important role landscape architecture plays in providing inspirational, safe and valuable design solutions for a diversity of public and private projects. In early 1980, I joined a small group of landscape architects from around the State of Indiana to develop a strategy and language for the first Licensure Law for Landscape Architects. I played a direct role in writing the draft of the Bill for approval by the Legislature and I was one of two practitioners who was licensed to lobby for the Bill in the State Capitol building. The Bill was approved and signed by Governor Orr in May of 1981. Since that time, I have been in regular contact with the Indiana State Architects and Landscape Architects Registration Board providing input as an expert witness on an appeal case and suggestions on language to upgrade the Licensure Act. Recently, I learned that there will be new efforts this coming year to upgrade the language of the Act. I have been told that I will be contacted, soon, for my input.

- The state has benefited from my service through the contributions I make to the training of teachers and particularly students who utilize the skills I teach them in their professional lives after college. Just a few years ago, over 60% of Indiana teachers in my area (foreign languages) were trained at BSU. Our graduates have a track record of outstanding success as high school teachers and many of our graduates have gone on to Ph.D. institutions and pursued further study.

- Professionals from various fields of business from local Muncie and around the state frequently appear in my classes so that students may receive and be exposed to authority, opinions , attitudes, policies, and information from the business world.

- I serve a number of community activity service functions, I like "front line" experiences. My research has been used in training and to set policies in my discipline.

- Anyone outside the arts, particularly theatre, is probably unaware of the great number of hours we spend each week outside the classroom. In addition to attending faculty development courses, professional meetings, and workshops in our profession; many of use contribute many hours in community service.
  In the 1970's I directed a drama workshop at the local sheltered workshop each week. The performance group I directed had a great influence locally, regionally and nationally. We appeared at national conventions and were even invited to perform at the Kennedy Center in Washington. This required 4-10 hours a week of my time.

- My creative work over the past three years has included collaborative work with a state agency, securing federal funding for the project. Funding which the state of Indiana would not have received otherwise. I've presented papers at many meetings locally and nationally. I currently serve on both a rational and state board. I was involved with a local social service agency board for six years and helped hire the director of another local agency. I've helped plan conferences for these organizations.

- On campus, I teach 3 classes with a total of 73 undergraduates this semester. As a part of the 3-year, $1 million National Science Foundation project of which I am Principal Investigator/Director, I work with 80 teachers in 10 small and rural school corporations. These 80 teachers in turn work with 350 more. This constitutes a major impact on science instruction at the pre-college level in Northeastern Indiana. Two to three days per week I spend the entire day and into the night visiting project teachers in their classrooms and holding planning meetings for the frequent after school inservices which are a part of the grant.
  My grant work has enormous impact on my work with both undergraduates and doctoral students. From visiting classrooms, I bring my undergraduates reports of the excellent responses of real youngsters in real classrooms to the teaching strategies we are learning.

- I engage in considerable consultative work of a a psychological nature. Some of this is compensated and some is pro bono. I believe staying active in these types of things lends a sense of relevance and an extra degree of genuineness to my teaching as well as obvious benefits to the community.
- Many professors work with the local community and/or schools in consultant capacities, bringing their expertise to these agencies in ways that have a direct bearing on the local region. When we work in the region effectively, the return to BSU and Indiana in reputation and stature is immeasurable. This in turn brings us top quality students--and we have seen that happening even more so in recent years.
- The community/state/region benefits most from my work with the Indiana writing project. The number of students who benefit from that effort each year now numbers in the thousands. The number of school teachers who benefit each year numbers in the hundreds. The cost per student whose writing has improved is under five dollars, even using the worst of measures. Graduates of the Indiana Writing Project are the teacher leaders in language arts curriculum reform in the state. They hold positions of leadership in the Indiana Council of Teachers of English, the local affiliate of the National Council of Teachers of English. They are the movers and the shakers, so to speak, the ones who are claiming politically active voices.
- I am presently in my second year at Ball State University. My research activities began this summer and will not result in publishable material until next summer. I am conducting basic research to identify a problem within vocational teacher preparation. I am currently seeking possible funding sources to expand on my research in this area. I believe this research has the potential to impact the Indiana Vocational Educational System but making possible a better prepared teacher population.
- One of the most important activities that I have engaged in over my career at Ball State has been my interaction with the accounting profession in Indiana. I have served on various committees of the Indiana CPA Society, and I have presented continuing professional education seminars to the Society and to various corporations around the state. This activity has contributed to the state, and it has also resulted in excellent contacts with businessmen and women around the state. These contacts have led to additional firms coming to recruit at Ball State, and they have led to many financial contributions of scholarship money and direct contributions to the department to support the activities of the department. This activity has also contributed to my teaching by forcing me to keep up to date and to be continually aware of what is going on in the profession.
- My work appears in venues around the country up to twenty times a year. Where I do that work - Ball State University, Muncie Indiana is noted as well. My students also present their work in these venues.
- The community benefits directly from my work by having health professionals who know where things are and how they work on the human body. Most people do not want to be poked and prodded by anyone, much less by someone who doesn't know what they are doing.
- Since I am a part-time instructor and was retained precisely because of my "other life" as a practitioner, these questions are a bit difficult to answer from a "faculty" perspective. However, I know that my research and creative work as well as my high level of involvement in Indiana communities make my teaching here possible, viable, and very real. Plus the interchange with my colleagues and my students go back with me to my other professional life and improve the depth and breadth of service I give my communities.
- With a modest amount of assigned time in our department, our faculty members are revising state public school education curriculum, writing text books which are used world wide, and assisting industry in many areas of research, development and training. Our May and August, 1993 graduates are nearly 100 percent employed in positions paying from $22,000 to $50,000 per year.
- I certainly believe the community, the university, and the state benefit from the service I give above and beyond the minimum actually required by my job description. When I council with students to help them solve problems, I think I benefit the community in the long run by helping to create better citizens.

Success of graduates

- The success of my/our graduates is a major source of pride, because I can see clearly that my working here has made a difference. These students are entering their chosen profession at much more responsible and creative levels than in the past. I was just at a meeting of a statewide organization last week where a discussion of the "young movers to watch" was happening. Twelve names were mentioned as the hot new talent, and eleven of the twelve were recent graduates of my area in my department. I sure wish administrators could have been there for that discussion! THAT SHOWS EXCELLENCE AND PRODUCTIVITY. Paperwork has nothing to do with it...

- Our graduates of my department have included one college president, a number of presidential assistants, vice presidents, deans, endowed chairs, and a range of prize-winning, published, gifted poets and short story writers and novelists and essayists. We did not "produce" them, in any sense in which I understand the term -- they were not mason jars. But at least we did not drop them and break them either.
- I believe my students are and will be successful because I try to prepare them with a balance of "theory" and "real world" information. They seem to really appreciate honesty.
- I believe that I am modeling and mentoring effective clinical and research skills. Students gain these skills and go out to internship and jobs prepared to provide the highest level of psychological services.
- Because graduates of the program I direct are doctoral degree earners, they take and hold important positions in business, industry, colleges and universities, government, health care providers and the military. A few are international students.
- Ball State students in my program are now reaching management positions in communications around the world. Graduates reach into virtually every state. They hold their own and are respected by the profession of public relations for the training they have received.
- The industrial education that I have received points out the importance of the dollar. Productivity should be related to the number of students that will come here to be educated and to the number that will get jobs when we have done our magic trick of turning students into functional workers. Both of these go back to the number of students that will come here and spend their money to be educated. Our business is education and people pay for that. They pay because they have heard that our students get jobs or they see that we are rated as a top school. Or some magazine or rating agency says that our students make good workers and should be hired.
- The graduates of the Department of Architecture . . . in a relatively short amount of time . . . established a national reputation for competency and excellence. Many are now principals or senior associates in aware-winning firms. They have had A MAJOR IMPACT on the profession in Indiana. This is a testimony to the ENTIRE FACULTY of the department.
- Much of the success of our graduates is due to their research experience with a Faculty Mentor. Our students are hired to do research and/or laboratory work, and the laboratory research experience they gain at Ball State puts them ahead of graduates from IU and Purdue where research is largely done by Ph.D. students.
- Most of my work involves training and direct supervision in a clinical setting. It's more than teaching 2 or three courses a day. Our students have been very successful in the job market and most have at least been able to gain an interview just because they graduated from this program. Ball State is a highly respected name in this field.
- Success of graduates: 2 Pulitzer Prize winners; 1 National Black News Photographer of the year;
  I continue to work professionally with newspapers, magazines and Reuters News Pictures to maintain credibility with my students and stay current with what is going on in the news business. I stay in contact with photo editors and chief photographers in order to better service our graduates jobs and internships.
- I have had the good fortune of having taught, or known, every graduate from our Department since the first graduation class of 1973. Many of these former students keep in touch with me and the Department. Hardly a month passes that I do not receive a letter from one of our alumni which expressed very positive comments about their experience, here in our Department, and/or about their many achievements. One gains much satisfaction upon learning of alumni who have been appointed to advanced positions within their firm, alumni opening their own firms, and alumni who are engaged in a rich diversity of projects which are making a valuable contribution to their respective communities, regions, etc.
- We have many fine teaching graduates serving in public school classrooms, specialists positions, administrative and other public school settings. Our graduates are sought not only in Indiana, but in other states and in overseas assignments. We have also produced graduates with doctoral degrees who are very successful professors in private and public institutions of higher education here and abroad.
- This is my 6th year at BSU and I am proud of our graduates. Three recent grads have been admitted to university to continue advanced studies - I'm confident that they will contribute to the arts through their dedication.
- My graduates have won major awards, earned grad. degrees in major programs around the country, and maintained practices in many areas of contribution to our art.

- My international graduate students return to important jobs held for them overseas, often positions of importance in their government. My American graduate students and undergraduate students are all pursuing successful careers. I know of no washouts among them.
- I am very pleased with two students in particular; one has made it from EN 099 to the Dean's List and another has overcome writer's block so that she faces the competency test with aplomb.
- Two have become research professors, two post-doctorates, one teacher at Indiana Acad. of Sci. & Hum., twelve in doctoral programs at research institutions, one in master's program at another university, twelve in teaching positions, two in management of technical workers, one MD, one in medical school, eight high school students who have gone on to excellent universities across the country, and twelve current students in my lab. Many others report my teaching aided them.
- The graphic arts/printing area is the only growth industry in the state of Indiana. The success of our graduates is being hired not only in Indiana but by other employers across the country. After hiring a graduate they often contact us to see if others are available. The quality of our students has improved over the years. Our greatest problem is that we are too busy taking care of business without adequate time to crow about our accomplishments.

Better communication with the public is needed

General observations

- I know that it is difficult for the public to understand the work that is involved for a teacher at any level. I think this survey will be helpful for the public to see.
  We have flexible hours but must accomplish goals in order to be promoted and tenured. This calls for being able to make choices and work without supervision. Being informed of the products and services we give to the community of learners will help the public understand.
- While accountability on the part of the individual faculty member, the Programs, Colleges and the Universities is essential, those persons in the State Legislature, Higher Education Commission and others responsible for suggesting legislation, or policy, MUST, first, become fully knowledgeable of the required expertise, responsibilities and day-to-day activities of faculty from EACH discipline area before offering simplistic suggestions from afar! When I have come face-to-face with legislators (and others at the State level) who are genuinely interested in learning about higher education, Ball State University, the College of Architecture and Planning, the Department of Landscape Architecture – and about me, in particular – then, and only then, can I have any respect for suggestions that are made which scrutinize my teaching performance.
  A suggestion: Dr. Worthen and the College Deans should invite those most critical of higher education– and those who support higher education – to spend 3-4 days visiting the University, to talk to students, attend classes, labs and studios, to talk to faculty and administrators, to review the Annual Reports – Merit/Market documents that faculty (at least in our Department) produce each year to be used by the Department Chair in making salary decisions, to talk with staff persons, graduate students, etc., to help raise their level of understanding of this university. Simplistic decisions made based upon limited information and limited knowledge will only serve to undermine higher education in Indiana. We must do what ever we can to thwart such nonsense!
- Have someone follow us around one day
- I think the public has some rather strong sense of the value of our work. When I listen quietly to ordinary people talking to one another on busses, for example, they frequently hark back to their schooling, and they generally speak of it with interest and respect. It is the politicians -- the legislators, the members of the Commission for Higher Education -- that seem to view us as gold-bricking, free-loading, non-productive members of society. Because my view of what matters is so very different from that of the business-political world, I despair of our finding common ground, though I applaud your brave efforts to find some.
- The value of my work is already communicated because it is community-based. It does NOT have to be "sold" or "communicated", for it directly helps people. I feel fortunate in this direct impact and recognition.
  One is an effective teacher because ONE LOVES WHAT ONE IS DOING. I would teach REGARDLESS OF WHAT BALL STATE PAID ME! The rewards of my teaching and service are embodied in the sense that I am doing something noble with my professional career. I hope I am making a difference today (service) and tomorrow (teaching the next generation of practitioners).
- My research and service has made a clear difference in education in this state and even the nation. My skills are the mainstay of many national endeavors, but no respect or credit is given to the work or leadership. We need better ways to get our work before the public. We need better media contacts. Let's even use channel 49.

- I feel Ball State does a satisfactory job of publicizing research efforts and service recognitions. Muncie is fortunate to have the University so vitally involved in the community. I am not always sure that the community/state/legislators have any idea what goes into the job of teaching, however. Maybe well-written news stories that cover "A Day in the Life of..." any professor and show what they accomplish in just one day would be informative to the general public.
- I do not expect the public to fully understand our work efforts, however, because to some degree they are not transferred immediately and clearly into work force preparation. Perhaps we need to change some and certainly we need to work harder to make the public understand what we do and why we do it.
- Many people have the idea that a university professor only teaches three to two classes that is only 9 hours a week and the rest of the time is free time. The general public have no concept of the time involved in doing research and the requirements needed to conduct certain type of research. The university needs to publicize the research findings and explain the practicality of the research.
- Also, I find myself "informally" representing the university and my department to various publics who have major misconceptions about us.
- I am chair of my department P & T committee. We will evaluate 10 tenure-track people for progress toward tenure and, probably, four who wish to be considered for promotion. I expect that with 20 hours of committee meeting time and 20 hrs. of reading of CV's & supplementary materials, each person on the committee will spend at least 40 hrs. At the college level 23 people will spend even more hours in study and deliberations. Faculty know this occurs. The public has no idea of the sort of quality control that this process imposes on the university system. Non-productive people do not survive the cut at BSU. The P & T process provides enormous feedback to developing faculty members, which results in very fine teaching, research, and service. This is a message which needs to be transmitted to non-faculty individuals.
- By supporting me in travel that allows the interaction and contribution that communicates my and Ball State's contributions more loudly than any other way. By improving the support that will free up time from being spent on time consuming activities that could be done with less cost by a secretary or graduate assistant. The result would be greater faculty publication, i.e. communication. By rewarding faculty for publication in other than research and scholarly journals, encouraging faculty to not only publish in such journals but also in professional and popular journals and publications that allow the public to relate to the value of what we do.
- When such an embarrassingly large part of Indiana's population itself is not college educated, we've clearly not succeeded in communicating to that public the value of our work, and it's not easy. Perhaps we're chunked into the same pot as secondary education, which by many measures seems to be failing in its mission just as its personnel costs continue to climb and the public complains, "And they only work nine months a year?" Sometimes I think that the perception of many in the public is that I can do just about anything I want in the classroom (so how hard is it?) and that students simply and correctly do what they're told (so all the work's on the students, anyway). I've just read and graded 48 750-word essays and another 48 500-word writing assignments that kept me up till after midnight four nights, and I've got in this week another stack the same size. (That has nothing to do with anything, but I wanted to throw it in. Maybe we could televise me grading papers, but that wouldn't communicate value, I guess.)
- Better communication to the public as to the value of the work performed by college instructors requires educational programs designed to relate what modern courses are like, what enrollment figures are, and what type preparation, teaching methods, and evaluation procedures are used.
- The public typically perceives teachers as a group of individuals who have summer off and a number of vacations throughout the year. In many cases, this is a false perception. Many faculty members spend a large number of "unpaid" hours in the office during the summer. Many also return early from the Christmas break to prepare for spring semester classes. They also return early in August to prepare for Fall Semester classes. Other "holidays" throughout the year are being used to catch up or for research.
- The general population has no understanding of how a dedicated university faculty member spends his/her time. I doubt this message can easily be communicated given the bias against education among many segments of our society. Unfortunately, we also have to share some of the blame for the public's perception of the university professor. We have allowed unproductive faculty to abuse our system. Nevertheless most faculty are productive and committed to the welfare of their students.
- One way we can better communicate the value of our work is to emphasize the importance of writing & to reimburse contract faculty at a higher level. At $18,000/year, we carry a heavy load of teaching w/o being paid

for it. Yet, we are expected to be superior teachers whose morale remains high. We have no job security & no capability to retire from here with benefits. Morale is a key issue.

- University publications could write articles on the daily schedules and demands of the teacher and thereby promote more respect for the profession. Too many articles dwell on those who win grants.
- One way I plan to communicate to the public the value of my work is to give a short speech at the end of each performance to ask audience members to comment to legislators on the value of my work.
- Communicate to the public that Ball State is a serious institution. Its reputation statewide is that it is an "easy" school, a fun place -- and the students say this constantly. Make sure that "fun & games" do not constitute class atmosphere.
- I can understand the ICHE concern over productivity. Actual in-class time is one of the smallest segments of my work. Also, most faculty spend little time in their offices. When we are not seen people think we are not working.
- First, part of the responsibility for better communication to the public must start with each unit and Department here at BSU. Each unit must be encouraged to take the initiative to develop a Public Relations strategy which could include articles to local and State newspapers, journals and other publications, lectures to various service clubs, organizations, and agencies, sponsorship of forums, or seminars, with personal invitations to citizens, elected and public officials, legislators, etc., to join in these discussions. Topics will vary from Department to Department. I see the emphasis falling into three areas: 1) The important role of higher education in the future stability and enrichment of our society; 2) The invaluable role and responsibility that high quality faculty play in our society; 3) The essential need for the citizens of this State to understand the critical salary situation in which the vast majority of faculty face in our State Universities. They must understand why educators should receive adequate salaries commensurate with the years of education, training, scholarly achievements and experience that is required to reach a pinnacle of effectiveness as an educator.
  Second, the University needs to expand its public relations efforts through the hiring and training of sensitive, understanding and articulate personnel who are willing to take the time to listen, respect the particular focus that a faculty member may wish to direct and offer positive suggestions as to content, resources, possible outlets for publication, or presentation, etc. Past experience, too often, has found the BSU PR personnel only interested in finding "an angle" to the story instead of helping the faculty to fine-tune a solid story in an area that only he/she really is qualified to develop. Journalism "hype" has no place in this relationship!
- Ball State has a great faculty-we are "humble" people and could benefit from publicizing our often unreported, unnoticed work! I remember thinking that I would have so much time to pursue research/creative activities once I had basic class preparation completed. What I've discovered is that good teaching is always time consuming! Simply having a greater understanding of this fact could be helpful. Ball State really provides the "best of both worlds" for students especially-a larger university environment and resources with a small school focus. Faculty are available to students and they actually teach classes!
- Nevertheless, we do have a public relations problem if our success or performance is questioned. And it is appropriate to address that question in several ways. Certainly, the success of our graduates is the first step. Beyond that, here are several ideas. Produce the results of your study so that the public doesn't think that "teaching nine or twelve hours of classes" is the end of the job. Statistics from this study will help.
  Feature articles on the work of campus committees in the local papers, information about research, professional participation, and all of the other activities. Include coverage by the community papers, television, and radio. Features on teaching techniques and innovative programs should be publicized to a larger degree.
- Revamping the attitudes of the public about the high value of education requires the current institutional staff to examine methods, strategies, tactics which bring the students into an active, participatory role not simply passive, to include daily problem solving in presentations, and to establish high intellectual standards and quality scholarship standards. From this inclusion students becoming adults and parents hopefully would be the group communicating our task and enhancing education's public value.
- I do not have much to contribute in this area since I have been on the faculty only two months. I do have two observations. First, productivity stems more from a state of mind than the number of hours one is in an office. Second, I feel that we are our own best promoters. We need to publicize ourselves rather than letting someone else portray our positions.
- You could improve communication of the value of my work first by recognizing that it exists. When was the last time you saw Indiana Writing Project mentioned in the catalog as a program present at Ball State? Where has

Ball State even recognized the quality of the program and fronted it as an excellent example of productivity? Not in the program's existence, to my knowledge. The problem, quite frankly, is that someone might suggest the English Department adopt the practices and techniques we have proven successful. Or someone might ask what support the university contributes to the program.

- I believe that we are probably more productive that any other university in the state with similar levels of accreditation. We need to tell our story more. Our increased enrollments show that parents and students have received our message. We need to make sure that legislators and commission members receive that message. We could give the illusion of increasing productivity by increasing class size greatly, but we would be giving up one of our primary competitive advantages. We should resist this at all costs.
  We should also resist the coming pressures from the Commission for Higher Education to raise teaching lads to eight courses per year for all faculty. Research is an important component of a faculty member's professional life. We have not gone overboard in this area like the Big 10 schools have. We should strongly resist increasing our average load unless the Big 10 schools increase their loads to our level. That would be more appropriate than us increasing our loads while theirs remain at the current level.

- The University holds the license to two media resources: WBST-FM, radio, and WBST-TV television. To the best of my knowledge NEITHER of these two avenues to the surrounding public carry any program that serves to "showcase" the faculty, departments, colleges, or the University. If we have the talented people that we say we have, why are their efforts restricted to a bit in Update, or the BSU Research Report---peers noted to peers.
  I've been on the faculty of a number of colleges and universities, all with a broadcast service, or both. In each case, BSU the exception, the institutions have seen the public relations worth of showcasing their talent. Some of the programs have been unique, but BSU does not even attempt the most typical: Current Issues with Political Science and History faculty, Fine Arts with Music and Art, Educational Practices with Teacher's College. If we do have good faculty, and worthwhile programs, why don't we tell the public???

- Does the public-at-large erroneously equate "teaching" with "telling"? I may spend 12 hours a week in class "telling" or "reporting" information to students, but that is only one facet of "teaching." At elementary - even secondary - levels, because of the learning style & capability of students at those stages of development, "teaching" is mostly "telling." ("Read this chapter and answer the even-numbered questions; we'll talk about it in class...") In college, students are able to learn in a more complex way, so must be taught in a more complex way. To those who haven't experienced "higher education" -- or who experienced inept, inadequate, lower order teaching & learning in college -- this concept is foreign, demeaning, threatening, mysterious. Perhaps they need to understand the activities, processes, experiences, influences, contributions of college learners who are different from other learners before they can accept the idea that college teachers are involved in productivity beyond the limited activity of "teaching as telling."

- We need a better public relations campaign to educate the public, the legislature and the commissions who hold our future in their hands as well as the youth of this state who will be short changed when good professors move on to better jobs with not only more financial gain but also more respect.

Load hours vs. clock hours

- It is unfortunate that the "load hours" method of determining faculty assignments has been used. It has misrepresented our work load badly. Faculty at Burris Laboratory School have long been concerned about this method because 12 hours is far less than any faculty member's work load. Twenty years ago one of my colleagues fumed when she saw the work load report-it should have been changed then!

- The academic language used to describe productivity hurts the academic community. Tenure, 12 hour load, academic calendar, 3 hr course, etc. "Contract" faculty sounds like "freelance." An unaware/unfamiliar person could (and does) easily draw the conclusion that faculty have "easy jobs." More than justify what we do, we need to educate ICHE, legislators and general public that not all faculty have only free time on their hands. This may require adopting new language ourselves. However, those who are unproductive should be made accountable.

- We should never again talk about 12-hours load. This is immediately translated into meaning that we work 12 hours a week. I work almost every weekend, most evenings and every work day for an apparent total of about 74 hours a week.

- I'll tell you - I have a job to do and I do it as best I can no matter how many hours it takes - that's the way it is if one wants to make it all work. However, I think in the long run we'd do better if we started calculating loads based on class hours rather than playing games with the "load hours" as we do now. Looking at the clock hours and when faculty actually come and go to do their work tells one a lot more about what's really going on. I tend to believe there are faculty who take advantage of the freedom from clock hours accountability or the expense of

those who do put in the long, hard, hours to see students, prepare classes, do committee work, evaluate colleagues, etc. Perhaps it's time to punch clocks and see who's rally doing the work, and then reward those who are doing the job.

- Finally, the breakdown of clock hours does not reflect load time. The hours devoted to administration have increased dramatically over the past five years. To fulfill the administrative needs of the department, a chair must take time from other areas. Thus, load is not an accurate reflection of how this chair spends his time.
- As anyone knows, the "load report" and unfortunately the loads advertised to the public in no way represent the load picture for many of us (unfortunately not all). I rarely have a work week during the school year that is not in the 60s and 70s of hours and occasionally its in the 80s. Activities that the load reports do not reflect are advising, thesis and dissertation directing, thesis committee work, grading, class preparation, most research, meetings, "homework" for meetings, professional activities, independent studies, student oriented departmental activities, keeping up in the discipline, new course preparation, etc.-- these are all activities that one does routinely that may not all be reflected in a "typical week" pulled out of a quarter (for example one doesn't grade papers every week).

Other ideas for increasing the efficiency/quality of teaching

More emphasis on quality teaching

- Require more extensive development of first-time teachers (learning theory, classroom activity management, comparative values of lectures and other delivery methods, presentation graphics preparation, etc.)
- In our college, the administration pays only lip service to those teachers who wish to be considered as teachers only. The promotion and tenure process does not allow the College P&T committee to promote those who devote themselves to being the best teachers the college has to offer. Either tell it straight--that we all have to do research, or allow the P&T process to reward the best teachers. And it stands, the "premier teaching institution" blitz is hypocritical, and false advertising.
- My primary goal at Ball Sate University, in keeping with my own educational philosophy, is to concentrate in carrying out my special tasks as teacher: to inform, to suggest, to guide, to assess, to evaluate, to recommend, to encourage, to inspire (hopefully), and to instill a sense of confidence and self worth. Everything else is secondary, and everything else must reinforce and serve those ultimate tasks.
- Let's be teachers first! That's why we're here - to teach students!!! My observations indicate that we have some faculty that don't relate to the students in or out of class - why are those faculty members here at BSU??
- In matters of promotion and retention, the university puts a much higher weight on publication, regardless of its importance, than on teaching. Mediocre and lousy teachers use frivolous publication, conference presenting, and the tenure system to hide behind. Both regular and contract faculty should be awarded and retained primarily on the basis of excellence in teaching. Student evaluations should be the primary tool in teaching evaluations, as their validity is high, and the claims that they are just popularity contests for easy graders have been proven false. I realize that Ball State is going to try to demonstrate to the Higher Education Commission and the Legislature that Ball State is delivering good, cost-effective teaching in order to ward off state mandates and interference. But, any success achieved in that area will only be temporary, unless and until Ball State becomes serious about providing excellence in teaching. The State of Indiana will eventually attempt to intervene to bring this about, as well it should.
- Personally, I am doing the best job I can do in increasing the efficiency of my teaching. I work very, very hard at it. The high-salaried administrators should work as hard in communicating to the students and public the need for education and the responsibility involved in becoming educated in general. I also think the administration should reward good, dedicated teachers to the same degree it awards researchers, instead of just continually paying lip service to teaching. We all know what really counts at BSU--it's not teaching!
- Generally, I think there is a mismatch between the stated mission of the university and the reality of working within the institution. So often I hear that Ball State values teaching; yet I know that I am putting myself at risk in terms of review by spending time on teaching and not on research activities. At times I think programs on campus are a convenient cover for the really valued work on campus--that of getting Ball State's name plastered on research articles, presentations, or in the media. I see colleagues who are not rewarded because they teach and participate in service activities, while those who publish receive merit and other perks (such as they exist). Frankly, what the university is promoting among younger faculty is a "me first" attitude, where treatment of students and community comes in a poor second to public relations.

If it sounds like I am disillusioned with the system, I am. I realize that Ball State wants to be considered a quality institution just like many others. But instead of fostering an attitude of faculty working together to reach a common goal, the current structure seems to go for the immediate recognition that publication (and PR) can give. I do not think that PR will better communicate what I provide than simply allowing me to work with students to give them the best possible experience at Ball State. It seems to me that my students appreciate my assistance more than they appreciate the fact that I've managed to publish something in an obscure journal.

- I think research is such a pressure for new faculty - such a threat toward tenure - that it is hard to take our teaching as seriously as we should. Everyone in my department/college says "don't worry about the teaching/service etc. You only get credit for the publications." Yet in order to be a good department colleague, you are asked to do a lot of service (at least some of us are - this is not consistent between departments) I think the double message/double standards/and the inconsistency between departments are very confusing, and therefore productivity is hurt.

- I think in general, anything related to quality teaching is unrecognized. It's true we use student course evaluations, and one peer evaluation, but I don't feel those really are a great indicator. At the same time I don't know how one could quantify time, attitude, encouragement, discipline as needed, and the steady growth of a group of students. Generally we "know" who has a reputation for being a fine teacher, but to define it for productivity purposes seems almost impossible. Any in many ways, doing things that make you an asset to students goes against "being productive". If I truly put the students and their growth at the top of my goals, I am available often in the evenings. I arrange trips to other schools, I facilitate talking/debating issues outside of class. All this takes away from measurable productivity, so I limit these experiences. Too bad...

- In spite of ourselves, most of us at BSU, generally value research more than teaching. This attitude was imparted to us in graduate school, if not before, and we have embraced it. This attitude creates many problems in evaluating productivity. For example, even your survey put all writing for publication under "research/creative activity." Education scholarship and creativity (such as textbook writing or creation of better teaching media) was not included under teaching. Furthermore, even if you had included teaching scholars, most would probably consider it inferior to research publications; it is just a text. (Our attitude is quite powerful.)
Our attitude drives us to create a large, false dichotomy between research and teaching. For example, in my department . . . I have worked with groups of undergraduates on "research projects," often in independent research courses. These projects are usually relatively simple so that undergraduates can comprehend them and do them Other times, the students are quite good and the projects become more complicated. Results of many of other activities have been presented at student research meetings and some have been published. But often this activity is not seen as teaching, even though instruction of the students is my primary purpose. Teaching evaluations from such groups are not accepted in my department and such work is not counted towards load credit. Notice that our attitude about the superiority of research is so strong, that if the activity can be classified as research, then we make it be research because that is better than teaching. (By the way, we count this kind of work as important if it is done with graduate students and we call it a thesis or dissertation. Interestingly however, we cannot really bring ourselves to call it teaching. We typically call it supervising, because even referring to it as administration is better than calling it teaching).
As long as we treat much of scholarship and many of our activities as something opposed to teaching, we will continue to create problems. We will remain at odds with those taxpayers of this state who do not believe we want to teach. We will continue to produce many students who have little ability to use what they know because we never encourage them to use it. (I do not intend this statement as a criticism of architecture and other areas where this statement may be irrelevant.) Worst, we may continue to encourage professors to only allow students to do menial labor in research projects, because researchers do not feel the need to educate if they are doing something more important.
Let me propose an alternate. Instead of activities being counted as either teaching, research or service, assume that an activity has three dimensions or aspects: education, research-creative, and service-administrative. An activity should be evaluated on all three dimensions. We need to carefully define these dimensions in order to rate them appropriately. I do not propose that I know exactly how everyone should do this. I do propose that the teaching axis has negative and positive endpoints, not just neutral and positive endpoints. In other words, a research project could be bad education (e.g., where unpaid students are kept blind to the study and only allowed do to menial labor), unrelated to education (e.g., does not really involve students in any way), or facilitative of education (e.g., uses students as subjects in a study that encourages learning or involves students as co-experimenters.
I have tried to complete your survey to the best of my ability. But in all honesty, the false distinctions between research, teaching, and service lead me to believe that the results will be very unreliable. If I thought you wanted me to emphasize research I could treat all activities with a research aspect as research. If I thought you wanted

me to emphasize teaching, I could change my criterion. People outside the university are aware of this and will treat the data accordingly.

- All that this college rewards is research in the form of refereed publications. No recognition that is meaningful is given for contributions that are probably much more valuable to the university and particularly the students. Good teaching and service is not rewarded in any way in the College of Business. I now spend less time on these areas because there is no initiative to do more than the basics. My talents are not being effectively utilized by the university under this structure. Thus my productivity is much less than it could be. Students frequently come back after graduating and tell me how they have utilized the information from my course and how valuable the course is, yet the no recognition for this. Also, a number of parents have told me how much they appreciated the time I spent assisting their child but that's the only reward one gets.

- I still feel that teaching is not valued. Scholarly productivity is all that really counts in promotion & tenure. BSU needs to develop a research track and a teaching track for promotion & tenure, not everybody is interested in doing research.

- In regard to the success of our graduates if we have any role to play then it must be in forming their character. To do this we must insist upon discipline and preparation of both ourselves and of our students. We must set realistic goals for them and demand that they achieve them. We must set realistic goals for ourselves and achieve them. We often expect of ourselves and of our students too much. We are not going to be Harvard tomorrow but we must work to become a good educational institution which prepares the character and minds of our students. Research should not be used to set up arbitrary class of faculty and promote division within the faculty. This is the manner in which we at the encouragement of the administration have betrayed our students and ourselves.

- Although my situation is individual, almost all of what I do is discounted by a changed administration. Downgraded are such activities as the following: 1) Getting students involved with professional organizations of the students specialty 2) Professional organization officerships 3) Outside professional activities in general 4) Participate in research organization activities at regional level and below 5) Having students meet with practitioners for 2-3 hours to discuss the latter's job and go on a plant tour 6) hold professional administrative positions that gains free entry for a hand full of students to attend professional seminars in their field 7) Many of the efforts that the state really wants the faculty to do.
  Of course I teach 12 hours a semester with from 160-200 students, get 2 to 3 refereed research publications a year, and play the present administrative game is what you should really do instead. I can understand why the state is concerned about so much wasted faculty effort. Good luck with your efforts!!

- It does seem to me that there are two important factors relating to teaching productivity that your questionnaire does not identify. These are how many students one teaches, and how much one's students learn. This semester I have 93 students in four classes, which certainly means that I am doing much more than if I had ten students in each class for a total of forty.
  And although much learning is very difficult to quantify, some kinds of learning can be quantified. I regularly administer a multiple-choice pretest every semester, and a similar post test as part of the final examination. Most of the items on these tests call for recognition of sheer factual knowledge, although a few call for translation or interpretation, and some call for deductive reasoning (levels 2, 3, and 4 on the Cognitive Hierarchy of the Taxonomy of Educational Objectives.) I know from years of experience that my students, who are not beginners in the field, typically double their knowledge in my courses on the topics included in the course. I think this says something meaningful about my productivity also.
  Some years ago, when the topic of merit pay was still an unresolved issue, I came up with a formula which you might find worth some reflection. It applies only to teaching, but that is the area of faculty productivity that is most in question and least rewarded, so it deals with an important problem.
  Given that
  N = number of students
  L = mean quantity of learning achieved by each student (post-test minus pretest)
  A = student ability level, combined with other student inputs
  D = difficulty of subject matter
  R = resources expended
  TE = teacher effectiveness
  S + setting effectiveness, which may include a lot of things not really manageable either by teacher skill or by resource expenditure - time of day, for example or noisiness of environment, and may have both positive and negative results
  then

$$TE = S\frac{NLD}{AR}$$

There is a lot arbitrary assumption involved, but I still think that this formula would result in a meaningful measure.

- The emphasis should not only be on teaching, but on the commitment made to professional development. To perpetuate teaching (especially bad teaching) will not improve the educational experience at research institutions. They should make a commitment to improved teaching, not just increased teaching contact hours. The legislature is incorrect in thinking that contact hours & teaching productivity go together.

The "teaching environment" is important

- An atmosphere which allows for the creative juices to flow is the most critical in any estimation. Establishing time frames to attend conferences, programs, institutes, do research and regenerate the thought processes is not always easy. More time during a school year, not just a summer program, would enhance our abilities and strengths. A school year which is year-round would be of assistance, and teaching at the Indiana Academy would allow for attendance to substantive programs during the school, not otherwise attended.
- Processing large numbers of students through lectures and evaluating them with norm-referenced multiple choice tests will not produce educated men and women. It will produce individuals who are qualified to play Trivial Pursuit. Education takes place in an atmosphere of dialogue. The acolytes are encouraged to express their thoughts and relate them to the thoughts of others throughout the history of a discipline. The professor wrestles with them to refine their thinking and build their strength. True education is the result of a very personal, a very intimate relationship between the teacher and the learner. This is not possible in a university designed as an assembly line. To turn a high school graduate into a scholar is very difficult. It can not be accomplished in volume or with a formula which applies to all students. The value of a university education will be cheapened and devalued more and more as institutions of higher education move further from the master/disciple model. The difference between an education of quality and an attendance certificate will be defined in the future by the choice of the university in choosing the disciple model or the business model.
- It seems to me that appreciation, via salary increases, acknowledgment in print and/ or at department meetings, and the opportunity to do departmental readings (in the afternoons on a Thursday, lets say, and using an empty classroom or conference room) so that colleagues can hear research and/ or creative projects in progress, would all increase productivity.
- A great deal of teaching at BSU is performed by part-time staff. In some instances these part-time people also work in an environment about which they teach. This can be very beneficial to students, as it provides them with a "realistic" perspective that may not otherwise be available. The workplace experience and time should be given "credit" in calculating "productivity".
- The one idea I have for increasing the quality of my teaching is simply, periodically, to have sabbaticals. All teachers need some time off now & then to rejuvenate.
- make BSU a full year institution 3=academic periods

Look for ways to measure the qualitative dimension of teaching

- Within the institution, scholarly productivity has been narrowly defined (thanks to Jim Koch) as number of publications and amount of obtained grant money. These are the things that count in the promotion and tenure process and the acquisition of graduate-faculty status. Outside the institution, ICHE seemed to define productivity differently, and equally narrowly. Neither definition addresses the quality of what goes on in the classroom. We must find a way to define, measure, and promote the quality of the teaching - learning process if we wish to address the subject of productivity in a meaningful way. The collection and dissemination of data regarding the number of clock hours spent in various activities begs the question.
- Productivity needs to be assessed through both qualitative and quantitative means. I certainly feel I have been productive given the amount of time I invest into my courses and supervision of student teachers. Everything else basically comes out of my hide -- evenings and weekends. Perhaps it would be helpful for ICHE members to spend a day following some dedicated teaching faculty around...seeing all of the interrupting we must contend with....the amount of paperwork that crosses our desks...the number of hoops we have to jump through...the absence of teaching assistants and secretarial help (at least in my department)...the excuses from students. Given the expectation that we cut 3% out of our departmental budgets to fund a faculty salary increase that will probably not match cost of living allowances, I am very demoralized...and my productivity may decrease...but not because I

haven't worked hard or been productive in the past! Excellence and effectiveness should not be confused with productivity.

- Industry -- particularly the automobile industry -- has had to emphasize quality; quality of product and production. Quality is important in the classroom and this quality is elusive. Still. The research, presentations and writing effect the quality of the classroom. Often those other areas have their own qualitative guidelines that have nothing to do with teaching -- and yet they cannot be separated. There is much work that is done that might not meet someone's criteria of productivity and yet that work makes for higher productivity.

Establish departmental committees on "good teaching"

- BSU should have each department set up a special committee on "good teaching methods"!!! This will provide a VITAL link between University premiere-teaching goals and individual consensus and implementation. This will balance the undo-over-emphasis on assessments!!

Recognize creation of new knowledge

- One assumption that profoundly disturbs me is that productivity is being expressed solely in terms of teaching. Whatever happened to the notion that professors create new knowledge as a part of their role in this society. The creation of new knowledge and its transmission in society is of great importance to me. To participate in that endeavor is the reason I entered this profession. I see the two as having equal roles, yet what I hear my university saying is that I am a teacher. The thinking side of professoring just doesn't seem to carry much weight around here. The emphasis on teaching alone as a measure of my productive work is extremely frustrating.

Less emphasis on publication

- The whole concept of forced research for professional advancement is erroneous. Research should stem from an intellectual curiosity not an administrator's dictum. Junior faculty should be given years to develop their skills and advance to associate status when they have achieved first of all teaching proficiency. Then the other academic pursuits should be emphasized. Has anyone ever studied exactly how many Ph.Ds. do not have education backgrounds, no formal education course work or even teaching experience other than some graduate student teaching.

- I spend too much time playing the "numbers game" with regard to publications/presentations. Although I heartily endorse the teacher/scholar model, my research productivity suffers because I am forced, by my department's merit system to crank out publications.

- When merit pay arrived and worship of publication began, all sense of cooperation disappeared. Individuals in departments are pitted against one another. Research in my area is Ho Hum; no one ever cites my colleagues' articles. Nothing is changed by the research "findings." The real work of teaching, advising, daily efforts to serve students goes unnoticed. Practice of the material taught is not discussed. Everyone stays away as much as possible, when here, they are shut away in their offices. Counting pages of publication is ridiculous. When professors retire, they leave with a bitter taste in their mouths. They don't return to visit. Morale is at the lowest. Everyone knows that the highest paid aren't doing the work of educating students. The reduction of load for graduate instruction promised on the semester system never happened. Give everyone 3 classes to teach and we would be somewhat equal and the same work would get done!

- The quality of my teaching can be improved if the university returns to a reasonable expectation in regards to research output of its faculty since we are not a research institution but yet are requirements are equal to or greater than some research institutions.

Fewer distractions, less busywork, less committee work

- The efficiency and quality of my teaching would be enhanced most if the various levels of administration (university, college, department) saw protecting my teaching from distraction as a high priority - instead of being the source of the distraction.

- If the university more precisely defined what is expected in terms of the research/teaching trade - off, I could probably full-fill the goals better. I think service should be excluded when work-load is assessed. Including it simply tends to expand the amount of wasted time in committee meetings. If anyone stopped to weigh the $ value of resources expended on committee meetings against the benefits received, the whole university would be shocked.

- Yes, reduce the administrative tasks that consume so much of my time - paperwork.

- Examine the "overkill" in administrative reporting and duplication of effort that continually occurs on this campus that robs faculty of time that could be spent on teaching improvement. For example, we spend half a year in my department on tenure and promotion and then turn around and require separate exercises for salary adjustment that take the other half of the academic year.
- Not enough time to devote to personal artist endeavors. That means less effectiveness in teaching. Too much junk mail & paper work. It took me 2 hours to go through 3 days worth of mail.
- Overwhelming "Paperwork" of incoming mail is a detriment – too many people wanting "just a little" of your time to pull this or that summary/report together.

Rely less on contract faculty

- Quality of teaching comes from good teachers who see a reason to invest in BSU - some sort of reward for their efforts, be it tenure or nurturing. We cannot get the same commitment from a huge contractual faculty base.
- One area which concerns me very much is the extent to which we must/do use contract faculty to supervise our student teachers. For example, last spring we employed 4.25 FTE regular tenure line people and 9.24 FTE contract faculty to supervise our student teachers. Staffing of this nature is inimical to any professional program, particularly when it involves the capstone experience.

Consider reducing administrative layers

- The most effective way to enhance our productivity is to get out of our way. We are best equipped to know what works and what doesn't. There is too much administrative red tape to getting things done. Every other university in the world is moving towards a decentralized administration except us.
- Efficiency = Product Produced/Unit Cost. Cost = Production Costs & Overhead.
  I say we increase efficiency by reducing overhead = Administration.
- All university administrators should teach <u>one required course</u> per year to maintain personal contact with the primary role of the university...too many seem to be very much out of touch with the realities of teaching!
- eliminate many layers of administration
- I get three hours reduced time for research every semester and I still end up doing 80 percent of my research on my own time on evenings and weekends. There seems to be an enormous amount of paperwork at this university. I spent last Thursday afternoon and all day Friday simply trying to clean all the paperwork off of my disk--none of it had to do with teaching (directly) or my research projects. In a way that's not hard to understand when there are 36 administrators at Ball State for every 100 faculty members (I know it's higher at I.U. and Purdue). They have to come up with things to do so they ask faculty members to fill out reports and paperwork. That's an over-simplification, and perhaps an unfair one, but it's not totally inaccurate. But I don't think it's fair to look at faculty productivity without looking at administrator productivity and asking them what they do and how it contributes to the teaching mission of this university. For example, I don't understand why the computing center needs seven (7) assistant or associate directors. What do they all do?
- I don't know how you can increase efficiency or productivity in any meaningful way until you view the faculty as a resource rather than a menial workers. I would cut the layers of administration and streamline procedures so that a simple activity does not require the approval of three different administrative units or the completion of multiple forms. I would also wish that the administration would trust the faculty more. Instead of treating us like delinquents who will try to rip-off the university at any moment (by not working hard enough, or not spending money appropriately at conferences, etc.), it would be nice to feel as if I was recognized as a professional rather than a lackey. If you treat us like production line workers who have no investment long term in the institution, that is exactly what you will get.
- It is at the department level that more attention is needed. Match courses with professor's expertise, which does not always occur. Reduce dept. administrators, other than chair, and put those talented individuals back in class.
- I hesitate to comment on productivity, because I am an administrative assistant within a medium-size department. For the first three weeks of this current semester, I was preoccupied with class scheduling for next Spring semester, submitting the annual course master for academic year 1994-95, and preparing worksh_p descriptions and dates for next Summer semester. Now I am in charge of the department's ICHE review and self-study. Somehow, these chores could be performed and managed better by department secretaries.
- All administrators should teach a class once in a while, and spend a week each year without secretarial service or administrative assistants.

Establish reasonable teaching loads

- I write this statement in haste as I find each semester that I teach here to be fully occupied. (I am beginning my 5th year at BSU). I have little time to think, be creative, read in a manner that would be commonly regarded as appropriate for a university. The heavy emphasis on teaching at BSU precludes one (at least me!) from engaging myself in research, service and professional activities that would legitimize my position as "educator." In spite of this, I must be doing something right as I know my students benefit from my teaching, my research and publication meets peer standards from some of the nation's better universities, and I have a sense of self-worth and making a positive contribution. Having said this, I simply cannot fathom a heavier teaching load in being able to perform effectively in my position.

- A lot of work on research/study etc. has to be done at night/on weekends.
With an 11 or 12 hr. teaching load my teaching effectiveness diminishes. I can do a better job of teaching with a 6-9 hr. load.

- I think it is quite unreasonable to expect a faculty member to teach even 9 credits/semester and still publish on a regular basis. The university needs to decide if it is more teaching or research oriented (stop straddling the fence) and communicate this directly to faculty instead of being vague about the importance of teaching and research. Either serve more students by class size so instructors can teach fewer courses, or decrease expectations of publications.

- I don't like the idea of donating my instructional time to Ball State. Something needs to be done about these lab classes that add extra time to a faculty member's load, but are not counted. For example, I teach a 3 hour class with a required lab. Neither the students nor I receive any load credit at all for the lab and this is unfair. I think we, as a university, are saying that the lab is important, but not important enough to give anyone (faculty or students) load credit. Technically, I have a 9 hour teaching load, 3 hour lab load, and 3 hours research time which makes a 15 hour load. These types of courses need to be looked at and given some serious consideration in terms of load credit. This especially bad in TC. It's a big problem.

- On the subject of research--I am frustrated by institutional barriers which prevent faculty from attempting to secure large grants to explore research questions which may take a year or more in just data collection. My understanding is that no faculty member may be released more than three hours of his/her load for research. Large grants and research projects cannot be managed with only a three hour release of time. It is currently difficult to do even a modest qualitative study with three hours of released time and meet the demands of my teaching load.

- Some faculty carry the load for our researchers. In my department some faculty have 5 classes, 4 different preparations and 100 plus students. We have posted 10-12 office hours.
Some faculty (research) have 3 classes, 1 or 2 preps, 30 or so students and post no office hours or 4-6. These people show up for work 2 days a week sometimes.

- The quality of my teaching would be increased if I were able to teach 6 to 8 three-hour classes per year instead of 8 to 12 two-hour college classes and 10 one-hour Burris elementary school classes. I would research more, publish more, and interact more deeply with my college students.

- The four class/semester teaching load is simply unrealistic. If you expect quality teaching and other forms of productivity, this must be reduced.

- Student:Teacher ratio is typically 30% TOO HIGH. This does not lead to better education, therefore-lower productivity.

- If I am typical as a BSU professor active in the national research arena, then research activity is a non-issue for teaching productivity, taken in ICHE's simple terms of teaching quantity. I exceed a "standard" 40-hr. work week in performance of my teaching, teaching-related, and intra-university service roles along, effectively (and in most cases factually) leaving research for evenings and weekends! (I also use summer break time for research, but have not included that in the academic-year hourly statistics.) I firmly believe that the strongest negative controlling factor of teaching quality at Ball State is teaching quantity (both section size and number of sections). The thing to be decided is, how many universities should this state have, and how many community colleges?

- More time for course prep and course work evaluation. With 34 seniors in one of my courses needing close, personal attention in the development of assignments requiring considerable writing with drafts returned for further refinement and resubmitted to me for further evaluation (five such assignments in the first seven weeks of the semester), with 19 students in the first semester of Design Studio in Landscape Architecture, also, requiring very close attention as they work their way through a critical discovery period with time-out to engage in a one-week field study trip to Kentucky and Ohio which I planned and directed, and with 47 students in my LA 100

Introduction to Landscape Architecture course, which I am teaching for the first time this semester, I have little precious time to keep up with my evaluations, grade exams, correct papers and sit on committees, meet individually with my senior students during spare hours beyond my regular office hours, eat, sleep, keep abreast of the world and my discipline...and, oh yes, have an occasional conversation with my wife, colleagues, children, granddaughter, friends and acquaintances! And some totally removed and uninformed, elected official in our State Legislature has the gall to talk about increased productivity! Two courses per semester ought to be the rule, not the exception...when those courses are different subjects. There are some universities out there where this is the rule!

- Over the past 6 years the graduate program in my area has grown from 4 majors to 14 majors. I am enjoying these students but the increase has simply been added to my undergraduate load. I am not complaining but I am stating the fact that my teaching load is very heavy and it leaves little time for research. These students are all doing creative recitals which enhance my teaching and add much to the academic community. Our graduates, undergrad and grad. are finding good jobs for the most part. I am in a very "public" field and our graduates are adding much to the state and region in a very visible manner. I think we should show the growth in majors of many of our programs with very little additional faculty support over the past few years. I think our productivity is quite high in many areas.

- As an Instructor of Writing, my on-going creative work, my research, and the presentation of that research is referential to my teaching efforts. It energizes the classroom and it keeps me current in my field. However, as you can see from my assigned load hours, I am not given that opportunity. Consequently, I expend much of my weekends and summer to compensate for this-- time which is never paid for.
  In other words, Ball State University burglarizes my life, my expertise and my hard earned education with every paycheck. The injustice is heightened by other factors as well, but most importantly by the fact that I am supposed to be teaching others the benefits of higher education while living within a system that is, in itself, unjust. It's ludicrous! Unfair, and down right criminal. The added psychological burden that this situation demands also should be taken into account when quantifying the expenditure of energy as related to productivity. Injustice is wastage. It is the poisoning of the very waters from which we all wish to drink.

- My fear is that if class loads are increased, what will ultimately suffer is the quality of instruction students receive. Research will continue to be required for accreditation and salary consideration and so professors know that will have to continue. The only other area that can be curtailed is the account of preparation for teaching. Ultimately, there are only so many hours in a day and so much energy to give. To survive, professors will place their time where the monetary value is--on publication and research. Knowing where your "bread is buttered" is no different in education than in other professions--even with those who "legislate."

- Until such time university administrators are willing to realistically allocate academic resources on an equitable basis this institution will never achieve its self-proclaimed mandate of "premier teaching institution." No faculty member in this department other than the chair has had research release time in 2 years and all teach overloads. I become nauseated when I read the faculty at this university teach 9 hour loads.

- I am a new faculty member on a 9-mo. teaching contract. I presently have a 12 hours load (4 sec., 2 courses). I spend well over 60 hours a week developing lectures and labs. This work load tends to prevent me from giving students assignments that require narrative writing. I believe this hurts the student because "now" is when they should be developing sound writing skills. However, because of my work load I do not have time to "critically" review writing assignments. Similarly, on exams I tend to avoid giving essay questions because of the time it takes to grade 4 sections.
  I foresee more available time after the courses I teach are developed, but with added research activities, time will remain a problem. I have discussed this with other Profs. who have also indicated that they avoid giving writing assignments because of time constraints.

Rotate courses and teaching schedules

- I would like my department to determine how many different course offerings can be taught by each of us and develop a teaching rotation schedule. For example, teach courses A and B for two years then teach courses C and D for two years and so on. I believe that this would add variety to the teaching life of the faculty member. Additionally, since each course would be taught over a period of time preparation would be kept to a minimum.

- One of the major hindrances in productivity is predictability of assignments Ours tend to change and go from semester to semester -- one year Fall assignments (with major changes) were done the last day of Spring semester. There is no hint of master scheduling for 2 yrs @ a time --adm said no. Therefore I can't prepare ahead of time and if I put together a class I will invest more if I know I'll be teaching it more than once.

Teachers and technology

- Give me the support to improve class visuals. VIS is frequently a flop because the staff crowd too much content in a single visual or won't take the extra effort to prepare truly good classroom visuals. Media Services needs to reach directly into departments. Plan media consultant visits to review faculty member visual needs. Expectations on the campus are that the faculty member must learn to do their own - thus hours and hours of computer training have been provided with the intent of preparing faculty to spend the hours and hours needed to produce the end product that could have been prepared by a media specialist in half the time at half the cost. Nothing could be more inefficient or result in a more uneven quality of visual teaching materials. Faculty member time is best spent in their area of expertise, not on activities that subtract from the limited time they already have.
- I think we've got to work smarter by using technology more and using it more effectively. Many times it doesn't save any time-maybe even requires more-but is highly effective in helping teachers teach better. I spend lots of time creating VIS visuals for use in the classroom, and would be more effective (so would VIS) if I could input directly rather than prepare on paper to give to a VIS technician to then prepare electronically. I keep in touch with students via VAX E-Mail, and check in by phone/modem from (up to five or six times daily those semesters when I'm not on campus each day), which is very effective. I think use of similar technology would help every teacher.
  I think BSU's new Channel 5 on Muncie cable has potential value for helping us communicate more of what we do to the (local, at least) public, and we should consider what programming could be easily generated from simply broadcasting existing activities with little editing requirements.
- Time spent teaching technologies to other faculty and staff (e.g. computer software) is unpaid and is part of productivity.
- Because I am office-based, it is very difficult for me to leave my office to do research at Bracken. I have no assistants to send to look-up articles, etc. It would be beneficial to me if Bracken were willing to find, copy and send to me via campus mail articles or literature that I might need to increase my productivity.
- Assigned release time to gain a modicum of proficiency in certain computer applications that our students are receiving. The University cannot expect the faculty to become proficient without support! It is absolutely ludicrous to have the students trained before the faculty are trained. As it stands now, many faculty are receiving students who know more about computer applications in their area than they do. The rush to bring in the technology and to bring the students up to speed has been made at the expense of many faculty. I am one of those faculty.
- One way to increase my efficiency is to improve support for my activities. When you have difficulty getting access to the materials, hardware, and software you need, it's tough to get the job done.
- The quality of teaching in our academic unit would be enhanced if each department within the college had its own computer lab.
- My productivity is limited because I do not have an adequate personal computer in my office. I work with numerous visual presentations, handouts, etc. that are produced on a personal computer. I am limited to working at home on my home computer.
- It would be helpful to have a Faculty Development Laboratory in the Cooper Science Complex for instructional development and delivery!

Greater recognition of advisors

- If the University is dedicated to the principle of faculty advising, then it should not be "just another" hidden responsibility. Load credit as well as training should be provided to the faculty. If departments do not consider academic advising in merit or P&T, where is the incentive for faculty members who do not wish to do this important service out of the goodness of their hearts?
- The lack of respect for departmental ADVISORS is appalling to me. There is no assigned time/or financial reward afforded to those dedicated faculty in this area. Most of my actual time (as well as the other quality advisors/colleagues) is discussing, sharing ideas and listening to the students. This is an important component of quality education in a QUALITY TEACHING UNIVERSITY, however very little value is given to the area. When we start truly rewarding the "soldiers" at the grass roots, who interact daily with the troops (students) similar to that of the higher level administrators; then we will have a PREMIER TEACHING UNIVERSITY, that is so highly publicized.

- Also the time we spend in academic advising and student organization advising should be recognized as justifiable release time, not just research or administrative duties like an executive assistant.
- I am seriously considering to cease serving as a faculty advisor. No credit nor pay is given to this.

Increase salaries

- I do a lot of community work which enhances the "town/gown" concept - by being involved in youth activities and concerns, my teaching is current and relevant. My research involves students at all levels (undergrad, M.A., Ph.D.) & directly results in their being productive and successful professionals. BSU gets lots of visibility from my (over 30) (in past 7 years) research publications in professional, refereed journals, via news flashes, presentations at professional meetings, local talks, & professional journals. Doctoral students I have chaired (& other M.A. & Ph.D. & B.A. students) comment that they are confident & well-prepared for their professional & personal lives--
  I find it frustrating to work so hard & then be "rewarded" by bickering from legislators that faculty loads are light, salary increases at the bottom of the MAC, & not even keeping up with inflation--
- I truly believe no one really cares. Last year I received excellent teaching evaluations, served on a national board of directors. Had two publications. Along with two papers presented at national conferences, I am active in the community providing community service. For this I received $80.00 in merit money. I can provide a workshop and receive 100.00 per hour. The public does recognize my worth. Ball State University Does not!
- Continuous grading and commenting upon essay development, organization, and structure is very demanding mentally. Encouraging, suggesting, and correcting both on paper and in conferences takes an enormous amount of time and energy. Students need and deserve this attention, but low salaries (contract) and constant requests to "do more with less" are disheartening and degrading.
  Additionally, maintaining expertise in a changing field - both theoretical and pedagogical is essential, but where is the time. Students deserve well-paid, enthusiastic, knowledgeable professors-but we need help to become that. Recognition, appreciation, salaries, and time must be forthcoming.
- It is a fact that my efficiency and productivity would rise if I were paid more, because I could eliminate burdens that sap my strength and I could take advantage of opportunities to enhance my professional abilities and activity, including teaching.
- Although I do not do "research" in order to be published, I do research for my classes. In my case, I would do more if I were paid better (i.e. I would spend more of my own money for student materials and would spend money to go to national conferences, etc.), but I do work very hard and use my own creative materials.
  In my case I feel BSU is getting an excellent teacher at a slave labor price. I could improve by spending even more time in preparation, but that would be to my detriment. When I would be making even less than I am now per hour and I would feel more used.
- If it were possible to milk more from faculty at a lower salary, I'm sure Ball State will find the way. Of course I could do a better job at preparing for classes and be more careful and consistent in grading, but I really don't feel like working any harder than I do now for the poor wages and benefits we receive.
- Productivity is not rewarded at BSU whether you view it from the departmental or individual standpoint. My department is a large one with respect to students but the resources we have been given to deal with these students are almost laughable. One would think that large enrollments would bring support from the administrations but that is not the case. In fact, the opposite is true!
  The same situation exists on the individual level. I am a senior-level faculty member (professor) whose salary is $5,000 - $6,000 below the BSU average and another $5000 below the lowest MAC school at the professor level. There are several of my colleagues in the same boat. All of us are "scholarly productive," but self-motivation is the only factor that keeps us active -- the crumbs from the administration have long ceased to be a stimulus for hard work.

Augment in-service training for teaching

- Workshops, such as the General Studies week-long summer workshop, are an asset to the University. This particular event was designed to improve the quality of the education of BSU students, and the teaching methods of BSU instructors. More such workshops would definitely increase the quality of academic life.
- Help new instructors.
- The one technique that is most helpful in assessing the quality of teaching and documenting that success is the teaching portfolio. I can think of very few activities that have as much potential for improving the efficiency and

quality of teaching as that.
Also, the Teaching and Learning Center sponsored a mid-semester evaluation program several years ago when Dr. Annis was the Center's administrator. This was an excellent activity that helped a number of faculty to focus on specific needs for improvement.
The Center for Teaching and Learning under Dr. Annis also sponsored many excellent programs with extremely qualified individuals as guest speakers.

Selectively increase GAs/staff

- It would clearly increase the efficiency of my teaching if I had a reliable graduate assistant to help me grade. If the university could allocate more graduate assistantships to those departments that use essay type exams I could devote more time to one-on-one advising which I consider the most important key to the successful training of majors and graduate students in my field.
- Our department is very much understaffed. It is highly impossible that program quality can be maintained with such under support.
- The efficiency and quality of teaching in my department could be greatly enhanced by providing us with sufficient support personnel and equipment so faculty didn't waste their time doing tasks by hand that could be done by non-professional staff. We do our own duplicating, we type our own class handouts, we maintain our own computer systems. At Purdue, the department with the same home as ours is twice as large, but has 4 times as many secretaries and 10 times as many technical support people.
- To be more productive, we (Faculty) need more student assistants and/or more lab assistants-The University ignores this area completely by choosing to staff offices with clerks and such to carry on useless paperwork generation activities-This University could cut its nonacademic personnel (NAPS) in half and not miss a beat academically - and if this money is used for assistants, productivity for faculty would increase dramatically and the quality of instruction would rise as well - maybe someday the "learning process" will be a main focus of this "Premiere Teaching University" rather than its role of a bureaucratic activity center. BUT--WE DOUBT IT.

Recruit students who are better prepared

- I personally feel the freshman and sophomore students that I have in my 100 level classes (General Business) are not prepared in elementary, middle, and high schools to enter university. The biggest problem of my students is that, not having listened to news, not having read newspapers, they cannot relate the theoretical information of the classroom to the application in the business world. From another perspective they don't see the connection between the classroom and the "real world" outside. Thus, I give a lot assignments that require analysis, writing, and research. Sometimes I feel like I am teaching 180 students like I would teach 20 students. I do a lot of paper reading and grammar, spelling correction! I am more of a teacher than a professor!
- Raise the preparation of the students before they get here.
- Though the SAT scores are supposedly increasing, my students have become less able over the years. I could be more efficient if I did not have to contend with people who are not prepared or interested in education. I suggest we become serious about admissions standards. Bigger is not better unless you're an administrator.
- The hours it takes and the amount of creativity to teach knowledge, skills, and attitudes to students who are increasing less prepared and less motivated to do careful, in-depth work, than students in years past.

Acknowledge that not all faculty are highly productive

- Generally, the "busy" people are already swamped w/service & scholarly projects...and the rest of the faculty/staff are non-factors in our dept., the university, and the profession. Like in society that features a diminishing middle class, there is no middle group related to productivity. On the other hand, I wouldn't change my efforts for anything.....I love my field and work. BSU allows me the flexibility to do all I do!
- Of course, much of the public debate concerning faculty productivity is also the result of the direct experiences that people have in universities. As you can see on my survey sheet, I spend almost 60 hours per week at my job. I don't begrudge these hours spent, instead, I challenge you to find any successful professional who does not spend so much time at his or her work. The problem is, on the university campus, there are several teachers who choose to work significantly less than even forty hours per week. Talk to any Ball State University student and ask them how many of their professors openly encourage students to spend time with them in one-on-one instruction. Most students will tell you that their professors are just "too busy." Well, if teachers aren't willing to spend more than 40 hours per week at their job, they will be "too busy" to provide individual help. If Ball State would like to

"better communicate" the productivity of its faculty, it first must find a way to get rid of those faculty who, by all empirical standards, are definitely not productive.

- While it is true that greater evidence of productivity is expected of Ball State faculty, that much of what we do is not quantifiable for the purposes of providing such evidence, and that little improvement in tangible reward for productivity has found its way to us in several years, it is also true that not a few faculty members have given up on the university, and their responsibilities as teachers, preferring to expend as little of their energies as possible on student-related activities and instead concentrating their interest upon self-boosterism, complaints about their supposed mistreatment by the administration, trouble making among and against colleagues, indifference to the true educational quality of the institution – or to its purpose, minimally significant research pursuits, service on committees they know to be hollow exercises in ego or public image-making. The university cannot convey to the public the value of the work faculty do until it sorts out real productivity from that which is spurious and keelhauls the generators of the phony.

- Measures of "productive" is a very elusive exercise since everyone tends to feel he/she is "overworked." During the past 17 years. . . , I would make the following observation There are a decreasing core of tenured faculty who give the University a "fair day's work"-most work at the most 20-25 clock hours. The hope of gaining tenure is the primary motivator of "new" faculty - the tenure system is destructive to productivity.
  Faculty and administrators who are on a 12 month contract are generally "on site" but are as a group inefficient and ineffective; why are the publics so critical of higher education?
  The University is filled with a majority of persons and offices that are superfluous to the primary mission of the institution yet drain the resources, expand the costs for consumers and decrease the public image of higher education in this community.
  Because there is no enforcement, most faculty who can "market" their expertise work privately 20-25 hours each week while holding a full-time appointment at the University; persons with 12 monthly appointments are either prohibited from earning additional money from BSU (exception coaches, vice-presidents who demand to be paid for teaching, favored few, etc,) so these persons contract with other colleges or universities to sell their expertise.
  For the remaining faculty/administrators, many operate their own businesses during the work-week (i.e. real estate, consultation services, etc. etc.)
  The basis for ICHE requiring Indiana public higher education institutions to justify the use of public funds allocated over the years is that compared to other sectors of society (small businesses, etc.) higher education is viewed as over-priced, over funded, inefficient and generally out-of-step with real needs of people.
  This institution is a very dysfunctional system and will eventually collapse under its own hypocrisy.

The difficulty of measuring "productivity" on a college campus

General observations

- So much to do, so little time...
  So much to read, so little time...
  So much to write, so little time...
  Surveys don't help matters!

- Faculty productivity and its measurement has always been a problem for educators; it merely reaches center-stage in public discussion when government dollars are scarce. When the debate reaches public discussion, however, the misconception that people have concerning the job of a teacher/scholar often reduce the debate to nonsense.

- Determining productivity or even compiling clock hours on our many different tasks is almost an impossible task because there is no typical week. . . . Some weeks I spend as many as 12 hours on committee work and less on advising. Some weeks advising takes my time. Also, as a practicing artist my weeks vary greatly. When in my research and planning stage, I may spend 4-10 hours a week. When rehearsals begin, I am in rehearsal for at least 18-20 hours in a week for a six-week period. For purposes of this study I tried to do an "average."

- I do see things around the University that I question, but I'm not well informed beyond my own work and unit. It does seem that requirements for documenting our work are increasing. I have knowledge of a social worker who judges he spends more time recording what he's doing than doing. While I understand the need for accountability, I also experience lengthening my hours telling people what I've done in terms that do not reveal any quality indicators. I have many questions but will not/do not want to spend the hours it would take to gather answers to them. I love my work with students and colleagues.

- Much of what we do as professors at Ball State University (as at any university) is hard to categorize and label. Is time spent talking to individual students, who may not be your assigned advisees, about courses they are taking -

offering words of advice or encouragement, about their future career goals, helping them refine "statements of teaching philosophy" for students teaching applications, etc., identifiable as "advising"? Is reading current publications in our field part of class preparation or study to maintain current status? Some of the ideas gained will find their way into my classroom, some will not. Any notion of productivity which tries to quantify these events is bound to be disappointing.

- Productivity cannot be measured simply. I believe that each faculty member should have an expected teaching load. Load credit for administrative and professional pursuits should be determined separately and an amount should be required for each faculty member. Load assignments are not equally distributed at this time. Too many faculty are getting too much credit for non-teaching related activities at an institution where teaching is supposed to be a priority!

- Your survey which simply counts hours misses the point. We need a way of demonstrating to individuals whose work does not primarily involve intellectual activity the real nature of the work done by those whose work is primarily intellectual.
It is difficult and perhaps impossible to accurately count hours as we have been asked to. Many of us are really seldom off duty. While it is possible to say that I am in class x hours per week and I have office hours y hours per week the other things cannot be counted so easily. When I hold office hours I do not simply put myself in "office hour mode" and do nothing else. I can read, I can prepare for classes, I can do research until a student comes in. If I am involved in a project (research, etc.) it wanders around in my mind when I am doing other things, as I drive, as I take my morning run, etc.

- Quantitatively measuring educational productivity is perhaps near impossible. Abstract ideas translated into real numbers is often quite difficult. Only after a decade could students return to teachers and suggest what effect the individual instructor has had in "producing" a quality, positive ethic oriented human.

- I am offended that I should have to detail my productivity. I am a contract faculty member who easily puts in 60-70 hours per week. Forms like this, and the "Mid term Grade Status for Freshmen", et al waste time.

- I cannot be productive and devote time to filling out reports on productivity. My work this year – 2 books, 2 articles, 1 review, 3 national boards, 1 international study mission (China), 2 national convention presentations, 2 guest (invited) lectures (Texas, Nebraska), 1 workshop (at National Site -- Martha's Vineyard) – speaks for itself. I'll continue to be productive whether BSU, the Commission or the legislature supports it, cares about it, or notices it. The work is its own reward. Every year

- Far too much time at Ball State is spent in responding to queries for information to analyze what this institution is doing -- including this survey! Productivity -- if that means solely instructing students -- cannot appropriately measure the time we must spend complying with administrator's demands -- whether they are at dean or higher levels, or whether they are within some other area/unit of campus. Ball State is most assessment-oriented institution I have ever seen -- and because of that, time that could be devoted to research/creative activities OR course development/improvement OR to life outside BSU is severely eroded. Teaching loads, while high (with low support by graduate assistants, etc.), are not worse than many places -- but certainly are at the upper limits of being reasonable. BSU provides good (perhaps excessive) support services to make our jobs better -- but not necessarily easier or shorter (I am thinking of a/v and computer supports which, while good, demand that we conform our approaches to suit their invitations and/or service staff whims).

- None of the criteria contained in prior items of this survey instrument will ever be an effective or inclusive measure of the productivity of any professional university faculty. Professionals, such as my colleagues and myself, do not consider the full measure of their sense of duty, responsibility or their effectiveness as educators as being represented by the minutes or hours of the day. Anyone who would consider otherwise is clearly ignorant of our profession and any appropriate measures of productivity for individuals involved therein.
To apply such crude evaluatory criteria is to equate the activities of our profession with others such as fast food employees, auto lube mechanics, pizza delivery people or factory workers!!! Simplistic quantitative measures are neither adequate nor complimentary! No numerical sum could fully represent the effectiveness of the hours, days, weeks, months or years each of us has devoted to this institution and the students it is dedicated to serving! If those who designed this survey are seeking the type of consistency typically associated with micro-wave pizza then they sadly and grievously underestimate the dedication and professionalism of University faculty. The transparent crudeness of this "survey" is insulting to me as faculty! It is insulting to my students' educational goals and it is demeaning to the innumerable values and benefits education contributes to society. The "luxuries" of time and resources some believe us to be enjoying are misperceptions and do not exist. If extravagances exist in this system it is not found hidden in either my bank account or the appointment calendar, nor those of the university faculty

with whom I am familiar. This survey is counter-productive to the spirit of those upon whose back the success of this institution rests.

- On a very basic level the idea of assessing productivity by simply counting how many hours a professor spends in classrooms each week is statistically unsound, even on its own merits. It assumes that all classes are the same size, which is simply not true. (Here at BSU we have some classes of 200+ and a few exceeding 400.) Further, any system which seeks to measure how many students are being educated MUST include all those students who are being taught "directed studies" or other arranged courses on an over-load basis. These students are paying fees, earning credits, LEARNING, and using faculty time. It is therefore simple common sense that they must be included in any statistics. A quick survey of the academic commitments of my departmental colleagues (in History) this term shows that collectively we are supervising 46 such students: I suspect that a survey of other departments would reveal similar phenomena.

What are we defining?

- College professors have a unique problem when trying to show work. The life of the mind is a solitary existence made public only at times appointed by the university. These times include teaching and publishing. So, while it may seem that we work only the number of hours we appear before a class or when we present at a conference or when we publish a paper, in essence, the public side of our being represents a small fraction of the work we do. Telling the public that a year's work is required for one research project seems ludicrous to those accustomed to work completed quickly- a house painter whose work is completed in a matter of days or weeks at most, or to a legislator who accomplishes the running of state matters in a two-month session every year. Perhaps we could allow doubters to shadow us for a week. They could follow us around and observe the life of a professor. This, of course, would require shadowing from the time we get up until we go to bed, not just while we are at work on campus, for unless others actually see what the life of the mind involves, the telling is meaningless.

- It is a shame that we define productivity by student evaluations and the subjectivity of administrative decisions about who are the "stars" among us. It is so political that I truly believe that your committee is wasting you time. Once again it was an administrative edict to create your committee and they may either accept or reject your suggestions. The whole committee system here is designed to make the "workers" (faculty) feel important, even if we're not. Administrators will decide what is productivity - let's leave it at that. Sorry!

- What exactly is productivity? (Contact hours? work with majors? contributions to the overall success of a program? All of these? Does it include research and service?) Until a clear statement of expectations is made, any survey of productivity is suspect and a dangerous two-edge sword. (Can productivity in one area be turned against a department as a failure to be productive in other areas? – too many General Studies contact hours & not enough with majors – or vice versa.)
  Education may well be partly to blame to some of the problems we face as a society, but it is just as surely a central part of any solution. Why is the discussion and the public image of the discussion dominated by Non-Teachers? Why must we, the field workers, now take on the responsibility of achieving "better communication...of the value of (our) work"?
  That we can be challenged to defend ourselves as if what we do is no different from assembly line work means that we have failed to communicate the value of teaching and the nature of teaching to a public who has spent time under our tutelage. That the business model we are asked to conform to appears to be similar to the Hawthorne Studies is unbelievable. Where are the production models of the 90s? Systems integration, holistic systems analysis, quality management systemwide? Counting beans and hours on task is counter productive. Assessment is a valid & valued concept – but assess what we do. Demonstrate how complex a task teaching is by supplying complex integrated data. Don't contribute to the notion that what we do is simple.

- This questionnaire is a good indicator of what is wrong with this institution. I could comment that you haven't defined that which you are attempting to measure, but the comment would fall on deaf ears.
  Education is a process, not a product. I hope I have learned and will continue to learn as I publish my 2 papers or more each year. I have added a laboratory component to a class hoping to improve the thinking process for my students.
  I had a student in a service course, who, because of this course, completely changed her focus, believed she could do quantitative work and has become a major in a field she thought was closed to her. This is one of my success stories -- the process of being in an educational environment made a significant change.
  You (the authors of this questionnaire) should be interested in what new ideas are being explored by faculty and students, and what changes in outlook are occurring as a result of this process. However, my guess is that the real interest is in "quantifying" by hours spent in teaching, research, and service, and producing a number measuring "productivity."

My profession is my life -- my life's process. Don't reduce it to a number, and, please, try to find something better to do than define "productivity."

Focus on outputs, not inputs

- Productivity in academe is nutty concept whose time, unfortunately, has come. Correctly does productivity measure output -- and there is one measure of this that is easily obtained --articles, books reviews, etc. Since we are in the "knowledge" business, we may be able to measure that productivity by using pre-and post-tests in classes; these tests should be "normed" for national standards, of course. Unfortunately, this questionnaire suggests that productivity will be measured, in part, by other inputs (e.g. hours spent) which are both irrelevant measures of productivity and liable to shift attention from better, although harder to measure, proxies for productivity. The value of our work can be communicated by focusing on the students we graduate, how well they do in the market place for jobs and on our research results. There is really no other measure to use.
- My main point is that productivity is a measure of output produced/unit of input. You are not measuring productivity when all you measure is input. (The WPA had immense productivity based on input measures amount) If the university defined our product more precisely we could more precisely measure productivity.
- Productivity in teaching is, of course, a difficult issue. "Hours in" does not mean "quality out." Students seem to be in a better position about five years after graduation to assess value added than they are when they are here. I suggest that having alums polled at five years would give the best measure of value added.
- Question #4 indicates to me that you are focusing on the wrong issue. The question is not how faculty spend time, but what is produced in the time we spend. Statistics that show load only in terms of hours spent may not the best indicator of productivity. One needs also to look at things like average class size--of classes being taught by faculty (not grad. students). The product of class size and hours in classroom is a better indicator of how much teaching we produce.
- I think productivity should be measured by the "product" rather than the process. Hours in class represent the process of education, not the product – and therefore it seems foolish to measure productivity by course load. Perhaps total graduation hours would be a way to hold an institution accountable for its productivity – I don't think it would be fair or accurate – or effective – to set course loads for each instructor.

The "business" model is inappropriate

- Whenever you speak of measuring productivity, of increasing efficiency, I feel as if we were talking about a factory. If we want to reduce our self-worth to the product and forget the process, we run the risk of devaluing the individual. Let us celebrate our differences rather than trying to crank out clones of student/products who can dribble an equal amount of factoids. Let us celebrate our differences among our colleagues rather than limiting our definition of success to measurable output/publications.
- "Productivity" is such a dangerous word when placed in the context of a "bottom line," econometric calculation. When value as a faculty member is equated in this manner and when the inevitable occurs with policies regarding salary, salary increases, load assignments, and, in turn, promotion and tenure qualifications following suit, then the State of Indiana will realize a distinct downturn in the quality and commitment of its faculty. Faculty morale will plummet, faculty will leave the system, students will be short changed and the State of Indiana will experience immeasurable damage.
- To consider the education of students as primarily a business leads to the dilution of the quality of that education. It is analogous to considering the organization and activities of a family as a business. Families which are organized competitively disintegrate; families which are organized cooperatively thrive. Families which cast out the members who are currently non-productive take us into the primitive cultures where the old were abandoned in the wilderness to save the food for the able bodied; where the flawed were exposed on the hillside to be eaten by the wild animals.
- I loathe the use of the word "productivity" in this context. It is simply the worst example to date of misguided attempts over the past three decades to apply a commercial paradigm to the university model, which has thrived for centuries unmolested until now. It is not possible to apply a "productivity" measure in a system where (if I may fight fire with fire) the principal medium of exchange is ideas, which are fundamentally intangible in terms of product. If the object is to address quantity rather than quality, if readily measurable attributes like skills or knowledge are the issue, then the State should be directing its concerns (and even it support, if that is the decision) to vocational and trade schools.
  But that is not what a university education is about, and it is as a national university that Ball State has proven its success (see the latest U.S.News survey). We are about the job of stimulating sophisticated thinkers, who will act

as the leaders, within the State or beyond, for every component of the community at large. In the specific case of the College of Architecture and Planning, our record in graduating leaders in the environmental design professions for the state and the region speaks far more clearly and eloquently of our "productivity" than do arbitrary measures of retention rate, credit-hour generation, or F.T.E.s.
University faculty, who are public servants just like legislators and members of the I.C.H.E., should be held up to a standard of accountability, not productivity. The question should be, as it has always been: What kind of leadership example have we set -- in our classrooms, our research and creative activities, or our service to the university, community, an dour respective professions -- for the potential leaders in our charge? Limiting that example to how efficiently, or how quickly we can pump more students through our classes would be very destructive to the progress that Indiana universities have made over the last fifteen years in relation to national norms.
I would like to give a constructive answer to the question, but I know of no easy method to measure or define the intellectual benefits that come with a university education. Perhaps we have depended too long on their being self-evident, and now's the time to get off our collective assumptions and take a real advocacy stand. At the very least, I would define productivity as not having to fill out surveys like this, and perhaps the answer lies in that direction. We could do our jobs much more effectively if over-weighted state and university administrations and bureaucracies would get off our backs. We would have to defend ourselves less frequently if our own tenure system didn't end to entrench and reward the self-involved or self-serving.

- Academic productivity is not measured in widgets--I refuse to be evaluated by such a system, and will cease to be a "professional" on the day I punch a time clock or allow "bean counters" to punch one for me . . . If Ball State wishes to become a factory or trade school, then at least be honest about it--at all levels. I am a design professional as well as a professional educator and will not be treated otherwise!
I teach both studio and lecture classes, and volunteer teach in both my own and (regularly) in another department. I present 2-3 professional papers per year*, do book reviews, am a member of the Executive Board of a professional organization, and do professional consulting. This seems adequate. *most referenced--some published

- Is the human equivalent of machine efficiency, the ratio of output to input. In optimizing mechanical systems the ideal performance is dependent upon the form of the device or mechanism. With each form or configuration of operable parts there is a discrete limit to the perceivable performance or threshold. With us humans the will to perfect or to approach ideal behavior demands our continual attention and incremental refinement, this is our way. To declare such a system, which is based on individual human judgment with all its dynamic complexity and subtlety, unsatisfactorily inefficient is to muddle the distinction between the man and the machine. (Didn't we have this discussion when the inefficiency of human space travel was called into question in the late 60's?) A more appropriate scale might be one using resonance as the value base. Education is a managed affair. The task of facilitating learning is delegated to each teacher by their students and resides with the teacher until those students cut the bond. The degree of success achievable is to an externally quantifiable relationship established or resonance between that teacher and each student. The belief in the mind o the student that learning has taken place is a factor. The subtle change in ones conceptual paradigm is another. How does the teacher relate to the needs of the student? Is there interactively? Responsiveness?
So the question should be: how do we facilitate the teacher's needs so that he/she can provide for a more effective and fulfilling educational experience? How can we empower the teacher within a managed system where the administrator is external to the places and moments f teaching/learning phenomenon? How can we establish a power sharing structure between student, faculty and administrator? The policy of the classroom is not the same policy as that of the administrator! To demand increased efficiency without engaging in a design process with outlines the goals in human terms as well asd dollar/load/hours is regressive in terms of qualitative evolution. Are all teachers capable of being a Billy Graham or a Ghandi? Should we put production quotas on our educators? I don't think so. We cut off the head of the body if we attempt to regulate the event of sharing the learning experience. We remove the necessary dynamic of individual choice and its adaptive response-its intelligence.

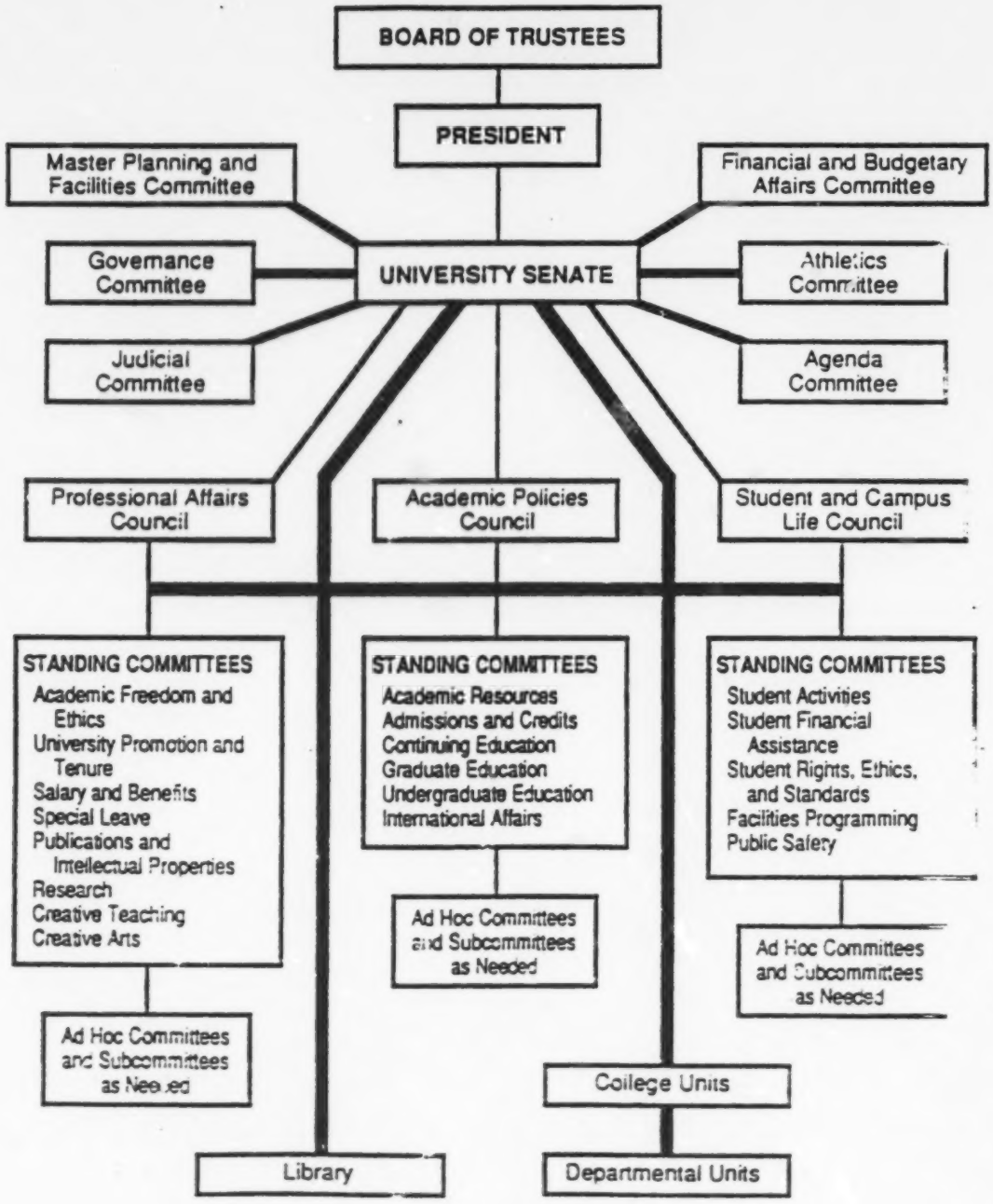
- The whole notion of measuring productivity of professors by simply measuring how many hours per week they spend in front of a classroom is a flawed and incomplete procedure. It is based on a heavy industrial manufacturing model for measuring productivity in which workers perform basic repetitive tasks upon raw materials in order to create transmissions or other inert manufactured items. Productivity under this model consists of how many units a worker can produce in an hour.
Professors are highly educated professionals who are hired because of our ability to perform a wide variety of tasks involving initiative, professional judgment, and motivation. The product which we produce is not an inert number of units but rather educated, thoughtful people who are capable of thinking for themselves and developing

effective solutions to original problems and situations. This latter quality is what makes college graduates worth the higher salaries which they earn. Producing educated students requires strong personal motivation on both sides of the pedagogic al relationship. An effective teacher must know and enjoy the subject, must respect the students, and must enjoy teaching. But even the most highly motivated teacher will be unproductive if students do not attempt to learn. Therefore, if the legislature, the state commission for higher education, or anyone else wants to improve educational productivity, they should concern themselves with the motivation of both professors and students. Simply increasing the number of classes which professors teach or the number of students in those classes will be counterproductive for both groups; professors will feel over-worked and will have less time to devote to each class and each student. And students will feel more alienated. Measures to improve student motivation deserve some creative attention. One suggestion is to have all incoming students sign a contract stating their goals, their intent to learn effectively, and their promise to seek help if they are having problems. Or perhaps students who achieve high grades or who markedly improve their performance could be given scholarships or charged a lower rate of tuition.

And finally...

- I'm not a teacher and thus this does not really seem to apply to me. I'm a residence counselor at the Indiana Academy. I filled this out because I figured you knew what you were doing by sending it to me.

Ball State University Governance System
Policy Formulation Flow Chart



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CONSTITUTION OF THE UNIVERSITY SENATE[1]

Preamble

The purpose of this Constitution is to establish an orderly process whereby the academic-related groups may share in the determination of educational policy to the end that the purposes of Ball State University may be fully realized. The Senate is advisory to the President and the Board of Trustees. Organization for policy formation is not to be confused with administrative organization; the purpose of the latter being to designate clearly the responsibility and authority for performing certain institutional tasks that are dictated by accepted policy.

I Duties and Responsibilities

1. The University Senate shall serve as the agency with primary responsibility for formation of educational policy at Ball State University.
   - 1.1 It has primary responsibility for decisions on the following matters of educational policy subject to review and acceptance or rejection by the President and Board of Trustees:
     - 1.11 Standards for admission, selection, and retention of students;
     - 1.12 Curricular requirements;
     - 1.13 Instructional standards;
     - 1.14 Requirements for granting of degrees;
     - 1.16 Standards of academic freedom and professional responsibility.
   - 1.2 It may advise the President and the Board of Trustees on the following matters of institutional policy:
     - 1.21 Appointment, promotion, tenure, and dismissal of faculty members and professional personnel and programs of faculty and professional personnel welfare such as salaries, insurance, and special leave;
     - 1.22 Selection and removal of the President and principal academic officers having University-wide responsibilities as well as the creation or abolition of such offices;
     - 1.23 Major issues affecting current or projected budget decisions, and expenditures of funds allocated to instruction and academic or instruction-related research;
     - 1.24 Selection and retention of departmental and unit chairpersons and collegiate deans; and
     - 1.25 Principles and guidelines for other educational matters related to the mission and goals of the institution.
   - 1.3 The University Senate shall transmit its minutes, decisions, and policy recommendations to the President. The President will provide the Board of Trustees with the minutes of all University Senate meetings and will inform the Board of Trustees of University Senate actions. The President will take to the Board all University Senate actions which require approval by the Board.

2. The University Senate may delegate such tasks and activities as it sees fit to its councils and committees but shall itself remain charged with the following duties and responsibilities:
   - 2.1 To promote through all possible means the open and continuing discussion within the University of both broad educational questions and specific matters of academic concern;
   - 2.2 To serve as the final forum for determining an official opinion representing the academic community of the University on any issue affecting educational policies or the status and well-being of the faculty and professional personnel;
   - 2.3 To review expeditiously all policies and actions taken by its councils and committees, or forwarded to it by departments, colleges, and other governance units, and to make a specific disposition of each item as follows:
     - 2.31 Approval of it as received whenever the item is found to conform to established guidelines and principles;

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2.32 Return of it to the originating body with a clear written explanation of why it cannot be accepted in its existing form; or

2.33 Referral of it to another council, committee, or governance unit to resolve any conflicts or uncertainties arising from possible effects on other programs or units; and

2.4 To ensure through continuous monitoring that all operations and activities of the governance system of the University function effectively and to take all actions necessary to maintain or restore sound functioning.

3. University policies in all matters concerned with educational programs and with professional status and well-being take precedence over policies developed by individual academic or governance units.

3.1 In cases where flexibility is permissible or desirable, the University Senate shall develop and approve guidelines and principles of procedure, approving policies developed by departments, colleges, and other governance units that conform to the guidelines and principles, or approving policies as desirable variants to guidelines and principles.

3.2 Where no University policy exists, and no statement of guidelines or principles on a matter has been approved for use by departments, colleges, and governance units, those units may develop their own policies, the University Senate merely reviewing them to make certain they are fair and open in procedure and application, and making them a matter of record.

3.3 In cases where departments, colleges, and other governance units have developed policies on a matter subsequently made the subject of a University policy, the University policy shall prevail, and the colleges and other governance units must bring their policies into conformity with the University policy within a reasonable time.

II Membership

1. Membership in the University Senate shall consist of the following elected and ex officio representatives:

1.1 By virtue of their offices the President of the University, the Provost and Vice President for Academic Affairs, the chairpersons of the three councils of the University Senate, and two academic deans selected annually by all such deans to represent them;

1.2 A total of thirty-seven regular faculty and regular and continuing contract professional personnel elected for staggered three-year terms by the faculty of each college (College of Applied Sciences and Technology, College of Architecture and Planning, College of Business, College of Fine Arts, College of Sciences and Humanities, Teachers College) and the faculty and professional personnel of the University Libraries; the thirty-seven positions shall be assigned to the colleges and Libraries in proportion to each unit's total number of regular and continuing contract[2] faculty members or regular and continuing contract professional personnel; at no time shall a college or the Libraries be assigned less than two seats; needed adjustments in allocation of the thirty-seven seats must be made every three years to reflect changing faculty and professional personnel sizes;

1.3 A total of three professional personnel representatives elected for three-year terms by the professional personnel holding primary assignment in Academic Affairs[3], Business Affairs, Student Affairs, and University Advancement. The electorate in each unit shall be the professional personnel on tenure, tenure-track, or continuing contracts;

1.4 By virtue of their offices the President of the Student Government Association, the President of the Student Senate, and the President Pro-Tem of the Student Senate, and five undergraduate or graduate students elected annually by the student body at large.

2. At no time shall the total membership of the University Senate exceed fifty-five representatives.

3. No person except students may serve more than two consecutive terms as an elected member of the Senate.

4. All elections of faculty and professional personnel representatives to the University Senate will be conducted by the units which they represent under the supervision of the University Senate or its designated representatives. Each unit will determine its own electorate. Elections shall be held by 15 March each year for senators to be seated in the fall.

5. Ex officio and elected members of the Senate have full voting rights. Any member of the University Senate who is unable to attend one or more of its sessions may designate an alternate for such meetings. The alternate must register with the Secretary of the Senate before the start of the meeting to be eligible to participate and vote.

6. Resignations from the Senate must be submitted in writing to the Secretary of the Senate and contain a specific date of effectiveness.

7. If an elected senator is unable to discharge his or her obligations, the electorate of the unit concerned may by majority vote request the Governance Committee to declare the seat vacant.

8. If an elected seat becomes vacant, the unit concerned shall elect a replacement to serve the remainder of the original term. Each representational unit shall establish its own rules and procedures for the election of its senators.

9. The University Senate reserves the right to determine the eligibility of its members in accordance with this Constitution.

III Structure and Organization

1. The University Senate shall have three elected officers, chosen by majority vote at the first meeting of each academic year to serve one-year terms, who must be elected and not ex officio members of the Senate.
   - 1.1 The Chairperson shall conduct all meetings of the Senate, serve as chairperson of its Agenda Committee, and represent the University governance system at the highest level. A parliamentarian shall be named each year by the Chairperson.
   - 1.2 The Vice Chairperson shall serve in all capacities as assistant to the Chairperson, as presiding officer whenever the Chairperson is unable to perform the duties of the office, and as chairperson of the Governance Committee.
   - 1.3 The Secretary shall maintain and preserve all records of the Senate and governance system, assisted by a permanent Under-Secretary designated by the Provost and Vice President for Academic Affairs, and shall serve as secretary of the Agenda Committee.

2. Six standing committees of the Senate shall be maintained on a continuing basis: the Agenda Committee, Governance Committee, Financial and Budgetary Affairs Committee, Master Planning and Facilities Committee, Judicial Committee, and Athletics Committee.

3. Agenda Committee[5]
   - 3.1 The membership of the committee shall consist of nine individuals: by virtue of their offices the Chairperson, Vice Chairperson, and Secretary of the Senate; the President Pro Tem of the Student Senate; the Provost and Vice President for Academic Affairs or a designee; and four elected members of the Senate chosen by the body for staggered two-year terms. The officers of the Senate shall serve as committee officers.
   - 3.2 The committee is responsible for carrying out on a continuing basis the following initiatives and activities:

3.21 To organize and promote open discussions of broad and specific issues of concern to the campus community;

3.22 To develop and circulate in advance an agenda for each meeting of the Senate;

3.23 To prepare and distribute by 30 June each year a written summary report on all Senate actions during the preceding academic year;

3.24 To act in behalf of the Senate during summer periods when the full body does not meet, subject to approval by the Senate in fall.

3.3 Any person may submit to the Agenda Committee a written resolution, or request for study of a problem or issue. The decision concerning processing or disposition of the item shall rest with the committee.

4. Governance Committee

4.1 The membership of the committee shall consist of thirteen individuals: six elected members of the Senate chosen by that body for staggered two-year terms; one academic dean chosen by all such deans for a two-year term; one member elected by and from the membership of each of the three councils for one-year terms; the President of the University or a designee; the President of the Student Government Association or a designee; and the Vice Chairperson of the Senate, who shall serve as chairperson of the committee. A secretary shall be elected by the committee each year.

4.2 The committee is responsible for carrying out on a continuing basis the following initiatives and activities:

4.21 To monitor and study all aspects of the governance system and make all efforts and recommendations needed to ensure its smooth and effective operation;

4.22 To facilitate and conduct elections required in the University governance system and to facilitate and certify elections in departments, colleges, and other governance units;

4.23 To recommend to the Senate appointments to positions on councils, committees, subcommittees, and ad hoc committees as specified in governance documents or by actions of governance bodies, being careful to ensure fair representation of all areas of the University;

4.24 To prepare and distribute at the beginning of each academic year a complete listing of all members of the Senate and other University, collegiate, and governance unit bodies, including standing committees and major ad hoc committees or special groups, and to keep throughout the academic year an accurate master listing of all changes;

4.25 To submit to the Chairperson of the Senate by 30 June each year a written summary report of all major changes and recommendations for change in the governance system approved during the preceding year.

4.3 The committee as it deems necessary may establish ad hoc subcommittees to carry out or supervise specific tasks. Members of such subcommittees may be drawn by appointment from all faculty, professional personnel and students, but the chairperson of each subcommittee must be a member of the Governance Committee.

5. Financial and Budgetary Affairs Committee

5.1 The membership of the committee shall consist of seven individuals: three elected members of the Senate, no two of whom may be students or come from the same college or unit, chosen for staggered two-year terms, plus two members appointed by the Governance Committee for staggered two-year terms, the Vice President for Business Affairs or a designee, and the Provost and Vice President for Academic Affairs or a designee. The chairperson of the committee must be a senator.

5.2 The committee is responsible for carrying out on a continuing basis the following initiatives and activities:

5.21 To advise the Senate concerning fiscal and budgetary matters;

5.22 To initiate recommendations to the Senate or appropriate University officers concerning fiscal and budgetary policies which affect more than a single unit and involve a significant portion of the University;

5.23 To provide advice to any University officer seeking it concerning fiscal or budgetary policies affecting any significant portion of the University;

5.24 To carry out such duties concerning fiscal and budgetary matters as the Senate or President may from time to time direct to the committee.

5.3 In fulfillment of its responsibilities the committee may establish ad hoc subcommittees for various tasks and studies, choosing the chairperson of the subcommittee from among its own members, identifying other subcommittee members needed for their knowledge, and requesting the Governance Committee to name a specific number of additional members from among the faculty, professional personnel, and students.

6. Master Planning and Facilities Committee

6.1 The membership of the committee shall consist of six individuals: three elected members of the Senate, no two of whom may be students or come from the same college or unit, chosen for staggered two-year terms, plus one member appointed by the Governance Committee for a two-year term, and the Provost and Vice President for Academic Affairs or a designee and the Vice President for Business Affairs or a designee. The chairperson of the committee must be a senator.

6.2 The committee is responsible for carrying out on a continuing basis the following initiatives and activities:

6.21 To advise the Senate concerning matters related to campus physical facilities, office space, new construction and renovations, and policies related to classrooms, laboratories, and other working and teaching environments;

6.22 To initiate recommendations to the Senate or appropriate University officers concerning space utilization policies affecting more than a single unit and involving a significant portion of the University;

6.23 To provide advice to any University officer seeking it concerning space and building planning or the working and teaching environment of any significant portion of the University;

6.24 To carry out such duties concerning the matters listed as the Senate or President may from time to time direct to the committee.

6.3 In fulfillment of its responsibilities the committee may establish ad hoc subcommittees for various tasks and studies, choosing the chairperson of the subcommittee from among its own members, identifying other subcommittee members needed for their knowledge, and requesting the Governance Committee to name a specified number of additional members from among the faculty, professional personnel, and students.

7. Judicial Committee

7.1 The membership of the committee shall consist of eleven persons: four members of the Senate, no two of whom may be students or come from the same unit; elected for staggered two-year terms; one member elected annually by each college; and one member elected annually by the faculty and professional personnel of the libraries. The chairperson of the committee must be chosen from among the members of the Senate.

7.2 The committee is responsible for carrying out on a continuing basis the following initiatives and activities:

7.21 To advise the Senate concerning procedures for handling allegations of misconduct on the part of faculty and professional personnel that may warrant dismissal;

7.22 To serve as a panel from which five members may be designated by the Chairperson of the University Senate to constitute a hearing subcommittee for each specific case referred to the committee. No member of the committee shall serve on a hearing subcommittee if he or she has had previous involvement with the case, is a member of the department in which the individual involved is employed, or is related by blood or marriage to any of the principals.

8. Athletics Committee

8.1 The membership of the committee shall consist of seven faculty or professional personnel, at least one of whom is a member of the Senate, appointed by the Governance Committee for staggered three-year terms, three student representatives selected annually by the Student Government Association, a representative of the President's Office, and by virtue of their positions the directors of men's and women's programs and the University representative to the NCAA and Mid-American Conference. The committee shall elect its chairperson and secretary each year.

8.2 The committee is responsible for carrying out on a continuing basis the following initiatives and activities:

8.21 To develop and recommend policies and procedures for administration, supervision, and use of facilities of the intercollegiate athletic programs;

8.22 To establish a statement of principles which serves as a guide in planning and promoting athletic programs consistent with the philosophy and objectives of the University;

8.23 To investigate and recommend participation in intercollegiate conferences and associations;

8.24 To study the proposed annual athletic budgets submitted by the Director of Men's Intercollegiate Athletics and the Director of Women's Intercollegiate Athletics and to make recommendations to the President of the University;

8.25 To recommend those sports that constitute the Varsity intercollegiate program;

8.26 To recommend policies and procedures for the total financial aid program for intercollegiate athletics;

8.27 To recommend to the Vice President for Business Affairs prices to be charged for intercollegiate athletic events;

8.28 To advise the President's Office on procedures to be used in the selection and retention of athletic program directors;

8.29 To develop and to conduct a continuous evaluation of intercollegiate athletics and to receive and recommend revisions.

8.3 The committee shall report to the Senate regularly concerning its activities, operations, and recommendations to University officers.

9. In addition to its six standing committees the Senate may form such ad hoc committees as it deems necessary for carrying out its responsibilities. No ad hoc committee may continue in existence longer than twelve months unless its life is specifically extended by the Senate.

10. Other Operating Procedures

10.1 All Councils and Committees will submit their minutes and policy recommendations to the Agenda Committee.

10.2 Policy recommendations shall require a simple majority vote of those present and voting to become the official recommendation of the University Senate. These recommendations shall become official when the minutes are approved.

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10.3 All existing educational policies approved by previous Senates will remain in effect until they are changed by appropriate action of the University Senate.

10.4 Regular meetings shall be held at least once each month during the academic year. The calendar shall be established by the Agenda Committee.

10.5 The Senate may adopt for continuing or annual use such rules of procedure for conducting its or all University governance business as it deems appropriate.

10.6 A quorum shall consist of a majority of the membership. Ex officio members shall count toward creating a quorum.

10.7 Any changes made in the Faculty and Professional Personnel Handbook which fall within the purview of the Senate must be considered by the Senate.

IV University Councils and Committees

1. The Senate shall establish University Councils and Committees to assist the University Senate in forming educational policies. The Senate may assign such other responsibilities to Councils and Committees as are specified within the provisions of this Constitution.

2. The establishment of University Senate Councils and Committees shall be recommended to the Senate by the Governance Committee. The Governance Committee shall also recommend membership (except where members are to be elected), term of members, election of officers, and other operational procedures with the approval of the President of the University.

3. All actions of University Councils and Committees which establish or alter educational policy shall be referred to the University Senate for approval. Other actions not involving a change in educational policy shall be forwarded to the appropriate administrative officer. Implementation of such action is the responsibility of the administrative officer in accordance with University procedures.

4. All actions of University Councils and Committees are subject to review by the University Senate. Such action may be initiated by the Agenda Committee or by a senator on the floor of the Senate supported by a majority of the members present and voting.

V Amendments

This Constitution may be amended by (1) presenting a written statement of the proposed amendment at a regular meeting of the University Senate and securing the approval of a majority of those present and voting at the following regular meeting of the Senate; (2) securing the approval by a two-thirds majority of those present and voting at the next faculty meeting; and (3) securing the approval of the University Board of Trustees for the proposed amendment.

THE UNIVERSITY COUNCIL AND COMMITTEE SYSTEM

I General Structure

1. Three councils shall be established to assist the University Senate in performing its duties and responsibilities: Professional Affairs Council, Academic Policies Council, and Student and Campus Life Council. The councils shall have the following standing committees:
   - 1.1 Professional Affairs Council
     - 1.11 Academic Freedom and Ethics Committee
     - 1.12 University Promotion and Tenure Committee
     - 1.13 Salary and Benefits Committee
     - 1.14 Special Leave Committee
     - 1.15 Publications and Intellectual Properties Committee
     - 1.16 Research Committee
     - 1.17 Creative Teaching Committee
     - 1.18 Creative Arts Committee
   - 1.2 Academic Policies Council
     - 1.21 Academic Resources Committee
     - 1.22 Admissions and Credits Committee
     - 1.23 Continuing Education Committee
     - 1.24 Graduate Education Committee
     - 1.25 Undergraduate Education Committee
     - 1.26 International Affairs Committee
   - 1.3 Student and Campus Life Council
     - 1.31 Student Activities Committee
     - 1.32 Student Financial Assistance Committee
     - 1.33 Student Rights, Ethics and Standards Committee
     - 1.34 Facilities Programming Committee
     - 1.35 Public Safety Committee

2. Except as otherwise provided, all appointments to University councils and standing committees shall be made by the Governance Committee.

3. Elections for membership on University councils and standing committees shall be held in the respective governance units by 15 March each year, and Governance Committee appointments shall be made in April of each year, for terms of office beginning in the summer.[6] Elected and appointed members except students may serve no more than two consecutive terms.[7]

4. Ex officio members of University councils and standing committees shall be counted toward a quorum and shall have full voting rights except as noted. Ex officio members may not serve as council or committee officers.

5. Each council shall have a chairperson, vice-chairperson, and secretary, elected by and from its members at the last scheduled meeting of the council in the spring of each year to serve for a one-year term. Each standing committee shall have a chairperson and secretary, elected by and from its members at the last scheduled meeting in the spring for a one-year term.[8]

6. A non-voting executive secretary shall be appointed for each council by the Governance Committee upon the recommendation of the Provost and Vice President for Academic Affairs. The executive secretary shall maintain and preserve all minutes and records of the council and its committees, provide the clerical services needed for the operation of the council and its committees, and be responsible for seeing that the actions of the council and its committees are implemented in accordance with University procedures.

7. In addition to its standing committees, each council may form such ad hoc committees as it deems necessary for carrying out its responsibilities.

8. The duties of University council and committee officers shall be as follows:
   8.1 The chairperson shall conduct all meetings of the council or committee, provide leadership and coordination to the work of the body, and represent the body before other units of governance system;
   8.2 The vice-chairperson shall serve as assistant to the chairperson and as presiding officer in the chairperson's absence;
   8.3 The secretary shall take the minutes of the council or committee and distribute them as directed, and shall serve as presiding officer in the absence of a vice-chairperson whenever the chairperson is unable to perform the duties of the office.

9. Any three members of a council or committee may petition the chairperson to call a meeting of the body.

10. A quorum is a majority of the members serving on a council or committee.

11. Each council or committee shall make a written summary report of its activities at the end of each academic year.

12. Each council or committee shall transmit eight copies of its minutes, the summary report, and also all bylaws and operating procedures adopted by the body as follows: one copy each to the Office of the President, the chairperson of the council, and the executive secretary of the council, and five copies to the Undersecretary of the University Senate, who shall forward one copy each to the Chairperson, Vice Chairperson, and Secretary of the University Senate and the Ball State University Archives maintained by the University Libraries. However, the minutes of the Academic Freedom and Ethics Committee and the University Promotion and Tenure Committee insofar as they concern confidential personnel recommendations shall be distributed instead to the President, the appropriate Vice President, and the chairperson of the council.

13. Council or committee members who cannot attend a meeting may with the concurrence of the chairperson arrange to have an informed substitute attend, provided that such substitute was eligible at the time of the original appointment or election to be appointed or elected from or representing the same constituency, if any. A substitute may participate in the deliberations of the body and may vote, but only after proper registration with the secretary of the body before the start of the meeting. If a seat is vacated, a replacement shall be appointed, or elected in the case of elected seats, to serve the remainder of the original term.

14. Council or committee members who establish a pattern of absences from official meetings, thus depriving their unit or constituency of representation, may be replaced upon the recommendation of the chairperson or the written request of at least one-third of the membership of the committee or council affected. Such recommendation or request shall be made to the Chairperson of the Governance Committee. After review by the Governance Committee, and being satisfied that appropriate notification to those involved has been made, the Governance Committee shall declare the position vacant and will initiate appropriate election or appointment procedures. A replacement by election or appointment shall serve the remainder of the term. The person chosen for replacement will be eligible for later appointment or election to another full term.

15. The word "colleges" in this department refers to the following units only: College of Applied Sciences and Technology, College of Architecture and Planning, College of Business, College of Fine Arts, College of Sciences and Humanities, and Teachers College.

II Professional Affairs Council and Committees[1]

Membership

1. Membership of the Council shall consist of the following:
   1.1 One representative elected from the University Libraries and from each academic department by those who hold primary assignments in it;
   1.2 One representative, elected by and from those professional personnel in each of the following administrative areas: Academic Affairs, Student Affairs, Business Affairs, and University Advancement;
   1.3 The President of the University or a designee, ex officio;
   1.4 The Provost and Vice President for Academic Affairs or a designee, ex officio;
   1.5 The Chairperson of the University Promotion and Tenure Committee, ex officio.

2. Elected members shall serve staggered three-year terms.

Responsibilities

1. The Professional Affairs Council is responsible for carrying out on a continuing basis the following initiatives and activities:
   1.1 To initiate, monitor, evaluate, and recommend policies and procedures on matters regarding academic freedom and ethics; the appointment, promotion, tenure, and dismissal of faculty members, and professional personnel; salaries; benefit programs; and other conditions of employment affecting faculty and professional personnel;
   1.2 To initiate, monitor, evaluate, and recommend policies and procedures on matters regarding the health and personal well-being of faculty and professional personnel and the welfare of emeritus faculty;
   1.3 To initiate, monitor, evaluate, and recommend policies, procedures and programs regarding academic and institutional research; the publication and dissemination of faculty manuscripts and other intellectual property; grants and awards; leaves of absence; and other opportunities for professional development;
   1.4 To solicit and survey opinions of the faculty and professional personnel on matters concerning their interests and welfare and to recommend appropriate action;
   1.5 To act in an advisory capacity to those who administer the various programs related to the status, remuneration, and well-being of faculty and professional personnel.

2. The Professional Affairs Council may delegate such tasks and activities as it sees fit to its committees; but the Council itself is charged with reviewing expeditiously all of its committees' recommendations concerning policies and procedures and making a specific disposition of each item as follows:
   2.1 Approval of it as received, or with minor revisions;
   2.2 Return of it to the originating committee with instructions for revision;
   2.3 Referral of it to another committee to resolve any conflicts;
   2.4 Rejection of it for clearly stated reasons.

Structure

1. The officers of the Council shall constitute an Executive Committee responsible for making committee assignments and preparing an agenda for each meeting of the council.

2. Eight other standing committees of the Professional Affairs Council shall be maintained on a continuing basis: the Academic Freedom and Ethics Committee, University Promotion and Tenure Committee, Salary and Benefits Committee, Special Leave Committee, Publications and Intellectual Properties Committee, Research Committee, Creative Teaching Committee, and Creative Arts Committee.

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3. Membership on these committees shall be for staggered three-year terms.

4. Except for ex officio members as provided for below, the Academic Freedom and Ethics Committee, Salary and Benefits Committee, and Special Leave Committee shall be formed exclusively from the membership of the Professional Affairs Council.

5. In addition to its standing committees the Council may form such ad hoc committees as it deems necessary for carrying out its responsibilities, choosing the chairperson of the committee from among its own membership and specifying the maximum length of time the committee may continue in existence.

6. No responsibility may be assigned to any committee of the Professional Affairs Council except with the approval of the Council or its Executive Committee. All committee recommendations concerning policies, procedures or programs shall be reported to the Council for review and appropriate action. Other committee actions shall be reported to the Council for referral to the appropriate administrative office.

Standing Committees

1. Academic Freedom and Ethics Committee
   1.1 Membership
   The Academic Freedom and Ethics Committee shall consist of ten or more members selected by and from the membership of the Professional Affairs Council, including at least one member from each college and at least one from among those whose primary assignment is not in a college, to serve staggered three-year terms, plus the Provost and Vice President for Academic Affairs or a designee.
   1.2 Responsibilities
   1.21 To develop and review guidelines and policies for academic freedom and ethics issues for the University.
   1.22 To review cases or situations involving allegations of ethical violations, interference with academic freedom, or other inappropriate behavior by the faculty or professional personnel members.
   1.23 To make recommendations for appropriate actions, if any, regarding cases brought before the committee; and to submit its findings and recommendations in such cases, in writing, to the chairperson of the Professional Affairs Council, the involved parties, the appropriate vice president, and other University personnel determined by the committee to have a direct interest.
   1.24 To initiate formal proceedings for dismissal when the committee determines such action is warranted.
   1.3 No one may serve on the panel reviewing a case brought before the committee who has had previous involvement with the case, or who is assigned to the same department or administrative area as any of the principals in the case, or who is related by blood or marriage to any of principals.

2. University Promotion and Tenure Committee[12]
   2.1 Membership
   2.11 The University Promotion and Tenure Committee shall consist of the following:
   2.111 One representative elected by and from the regular full-time members of each college;
   2.112 One representative elected by and from the faculty of the Academic Affairs area who do not hold faculty appointment in a college;
   2.113 The Provost and Vice President for Academic Affairs or a designee, ex officio.
   2.12 The elected members shall serve staggered three-year terms.

2.2 Responsibilities

2.21 The Committee is responsible for carrying out on a continuing basis the following initiatives and activities:

2.211 To review existing University promotion and tenure policies and procedures and to recommend appropriate changes to the Professional Affairs Council;

2.212 To review and approve departmental, collegiate, and area promotion and tenure policies to ensure both adherence to University Policies and efficient and equitable operation;

2.213 To review compliance with promotion and tenure policy implementation and make appropriate recommendations and/or judgments in the case of infractions;

2.214 To hear appeals and make recommendations and/or decisions that are consistent with University policies describing the right of a faculty member to appeal an adverse promotion or tenure recommendation;

2.215 To maintain minutes of all committee actions and file in the office of the ex officio member; to summarize those actions in regular reports to the Professional Affairs Council.

2.22 The elected members of the committee shall serve as non-voting liaison members of the promotion and tenure committees of their respective colleges or areas.

2.3 No one may serve to hear an appeal who has a demonstrated conflict of interest such as previous involvement with the case, assignment to the same academic department or administrative area as any of the principals in the case, business involvement, or relationship to any of the principals. Decisions regarding such conflicts shall be made by the committee chairperson.

3. Salary and Benefits Committee[13]

3.1 Membership

The Salary and Benefits Committee shall consist of eleven or more members selected by and from the membership of the Professional Affairs Council, including at least one member from each college and at least one from among those whose primary assignment is not in a college, to serve staggered three-year terms, plus the Provost and Vice President for Academic Affairs or a designee.

3.2 Responsibilities

3.21 To monitor and evaluate salary and benefit programs and recommend appropriate changes and improvements.

3.22 To initiate reviews and assessments of market conditions periodically and make appropriate recommendations for adjustments regarding incremental money distributed for market purposes.

3.23 To review the administration of salary programs annually, working with the President or the Provost and Vice President for Academic Affairs, to assure compliance with established policies.

3.24 To review for approval all criteria and processes regarding salaries for all units.

3.25 To act in an advisory capacity to those who administer salary and benefit programs for the University and to represent the interests of the faculty and professional personnel in discussions with such persons.

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4. Special Leave Committee

4.1 Membership

The Special Leave Committee shall consist of 10 or more members selected by and from the membership of the Professional Affairs Council, including at least one member from each college and at least one from among those whose primary assignment is not in a college, to serve staggered three-year terms; plus the Provost and Vice President for Academic Affairs or a designee, ex officio, as non-voting liaison with the University administration.

4.2 Responsibilities

4.21 To initiate, monitor, evaluate, and recommend policies and procedures concerning leaves of absence.

4.22 To solicit applications for special assigned leaves with pay, to evaluate and rank the applications according to established criteria, and to report its findings according to established policies.

4.23 To act in an advisory capacity to those who administer other leaves of absence programs.

5. Publications and Intellectual Properties Committee[14]

5.1 Membership

The Publications and Intellectual Properties Committee shall consist of the Director of Publication Services or a designee, the Dean of University Libraries or a designee, the Executive Director of Tele-Education and Educational Technologies or a designee, and the Provost and Vice President for Academic Affairs or a designee, ex officio; plus the following members chosen for their interest or expertise in the areas for which the committee is responsible:

5.11 Three members selected by and from the membership of the Professional Affairs Council to serve staggered three-year terms;

5.12 Three members selected by the Governance Committee to serve staggered three-year terms;

5.13 One undergraduate student and one graduate student selected annually by the Student Government Association;

5.14 It is expected that members, during their tenure on the committee, will not present their own works for consideration.

5.2 Responsibilities

5.21 To initiate and recommend policies and procedures for the publishing and distribution of faculty manuscripts, computer software, films, videotapes, and other intellectual properties.

5.22 To consider and recommend for possible publishing by the University original non-published faculty manuscripts, either in the Ball State Monograph Series or independently.

5.23 To promote and facilitate the dissemination of faculty manuscripts, computer software, films, videotapes, and other intellectual properties by other publishers and distributors.

5.24 To develop policies and procedures to aid faculty in the development of computer software, films, videotapes, and other intellectual properties to be offered for sale.

5.25 To evaluate the faculty publications program and recommend appropriate revisions and improvements.

5.26 To act in an advisory capacity to those who administer the various institutional programs related to the publication and dissemination of intellectual properties.

6. Research Committee[15]

6.1. Membership

The Research Committee shall consist of the Dean of the Graduate School; the Executive Director of the Office of Academic Research and Sponsored Programs, or their designees, ex officio, plus the following members chosen for their expertise in the areas for which the committee is responsible, to serve staggered three-year terms:

6.11 Three members selected by and from the membership of the Professional Affairs Council to serve staggered three-year terms;

6.12 Four members selected by the Governance Committee to serve staggered three-year terms;

6.13 One undergraduate student and one graduate student selected annually by the Student Government Association.

6.2 Responsibilities

6.21 To encourage, strengthen, and foster research at the University at all levels.

6.22 To solicit and evaluate proposals for research grants and awards, and to recommend to the Provost and Vice President for Academic Affairs those proposals which merit funding by the University.

6.23 To initiate, recommend, and evaluate policies and procedures for research and research funding at the University.

6.24 To act in an advisory capacity to those who administer the various institutional research programs.

6.25 To review policies dealing with patents and copyrights and to recommend revisions.

7. Creative Teaching Committee

7.1 Membership

The Creative Teaching Committee shall consist of the Provost and Vice President for Academic Affairs or a designee, ex officio; plus the following members chosen for their expertise in the areas for which the committee is responsible:

7.11 Three members selected by and from the membership of the Professional Affairs Council to serve staggered three-year terms;

7.12 Three members selected by the Governance Committee to serve staggered three-year terms;

7.13 One undergraduate student and one graduate student selected annually by the Student Government Association.

7.2 Responsibilities

7.21 To encourage, strengthen, and foster creative teaching at the University at all levels.

7.22 To solicit and evaluate the proposals for Creative Teaching Grants, and to recommend to the Provost and Vice President for Academic Affairs those proposals which merit funding by the University.

7.23 To initiate and recommend policies and procedures for Creative Teaching Grants at the University.

7.24 To conduct continuous evaluation of the Creative Teaching Grants program.

8. Creative Arts Committee

8.1 Membership

The Creative Arts Committee shall consist of the Dean of the College of Fine Arts or a designee, ex officio, plus the following members chosen for their expertise in the areas for which the committee is responsible:

8.11 Three members selected by and from the membership of the Professional Affairs Council to serve staggered three-year terms;

8.12 Three members selected by the Governance Committee to serve staggered three-year terms;

8.13 One undergraduate student and one graduate student selected annually by the Student Government Association.

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8.2 Responsibilities

8.21 To encourage, strengthen, and foster the creative arts at the University at all levels;

8.22 To solicit and evaluate proposals for Creative Arts Grants and to recommend to the Provost and Vice President for Academic Affairs those proposals which merit funding by the University;

8.23 To initiate and recommend policies and procedures for Creative Arts Grants at the University;

8.24 To conduct continuous evaluation of the Creative Arts Program.

III Academic Policies Council and Committees

Membership

1. The membership of the Academic Policies Council shall consist of the following elected, appointed, and ex officio members:

1.1 One representative elected by each of the academic departments and the University Libraries, and those professional personnel holding primary assignment in Academic Affairs for staggered three-year terms;[16]

1.2 The Provost and Vice President for Academic Affairs or a designee, ex officio;

1.3 Two undergraduate and two graduate students chosen annually by the Student Government Association.

Responsibilities

1. The Academic Policies Council is responsible for the overall initiation, interpretation, implementation, and evaluation of all academic policies and programs.

2. The officers of the Council shall constitute an Executive Committee responsible for making committee assignments and preparing an agenda for each meeting of the Council.

Structure

1. The following six standing committees shall be maintained on a continuing basis: Academic Resources Committee, Admissions and Credits Committee, Continuing Education Committee, Graduate Education Committee, Undergraduate Education Committee, and International Affairs Committee.

1.1 Appointments of Council members to serve on standing committees may be for terms of one to three years, but lengths of terms for each committee must be staggered, and the exact period of each term must be specified at the time of appointment.

1.2 In addition to its standing committees the Council may form such ad hoc committees as it deems necessary for carrying out its responsibilities, choosing the chairperson of the committee from among its own membership and the members as deemed appropriate, and specifying the maximum length of time the committee may continue in existence.

Standing Committees

1. Academic Resources Committee[17]

1.1 The membership of the committee shall consist of the following appointed, elected, and ex officio members:

1.11 Seven members of the Academic Policies Council;

1.12 Three representatives elected from each college for staggered three-year terms;

1.13 Three undergraduate and three graduate students chosen annually by the Student Government Association;

1.14 The Dean of University Libraries or a designee, and the Director of Computing Services or a designee, and the Executive Director of Tele-Education and Educational Technologies or a designee by virtue of their positions.

1.2 The Academic Resources Committee is responsible for carrying out on a continuing basis the following initiatives and activities:

1.21 To initiate and recommend policies and procedures for the operation of the University library service;

1.22 To receive and consider recommendations for improving library procedures and practices;

1.23 To conduct a continuing evaluation of University library services;

1.24 To provide a means of interpreting library services, particularly through departmental library representatives;

1.25 To initiate and recommend policies and procedures for the operation of Academic Computing Services;

1.26 To receive and consider recommendations for improving Academic Computing Services procedures and practices;

1.27 To conduct a continuing evaluation of Academic Computing Services;

1.28 To provide a means of interpreting computer services, particularly through Academic Computing Services representatives.

1.29 To initiate and recommend policies and procedures for the operation of Tele-Education and Educational Technologies;

1.30 To receive and consider recommendations for improving Tele-Education and Educational Technologies procedures and practices;

1.31 To conduct a continuing evaluation of Tele-Education and Educational Technologies.

1.3 There shall be three standing subcommittees of the Academic Resources Committee: the Library Subcommittee, the Academic Computing Services Subcommittee, and the Tele-Education and Educational Technologies Subcommittee.

2. Admissions and Credits Committee

2.1 The membership of the committee shall consist of the following appointed and ex officio members:

2.11 Four members of the Academic Policies Council;

2.12 One representative from each college appointed for staggered three-year terms by the Governance Committee;

2.13 One undergraduate and one graduate student chosen annually by the Student Government Association;

2.14 The Registrar, the Director of Admissions, the Director of Academic Advising, and the Provost and Vice President for Academic Affairs or a designee, by virtue of their positions.

2.2 The Admissions and Credits Committee is responsible for carrying out on a continuing basis the following initiatives and activities:

2.21 To initiate and recommend procedures for implementing University policies on admission, readmission, and retention of students, student applications, student records, and interpretation of credits;

2.22 To recommend a procedure of review of cases where existing policies do not apply or where there are reasonable requests for deviations from existing policies;

2.23 To conduct a continuous evaluation of the admissions program and to recommend appropriate modifications;

2.24 To provide means for the adequate interpretation of the admissions program and to receive and consider recommendations for revisions and improvements.

3. Continuing Education Committee

3.1 The membership of the committee shall consist of the following elected, designated, and ex officio members:

3.11 Six members from the Academic Policies Council;

3.12 Six faculty with primary assignment in a college, elected one per college, for staggered three-year terms;

3.13 One undergraduate and one graduate student chosen annually by the Student Government Association;

3.14 The Dean of the School of Continuing Education and Public Service by virtue of the position.

3.2 The Continuing Education Committee is responsible for carrying out on a continuing basis the following initiatives and activities:

3.21 To initiate and recommend policies and procedures for the administration of extension and continuing education programs of the University;

3.22 To provide a means for adequate interpretation of the programs and to receive and consider recommendations for revisions and improvements in them;

3.23 To conduct a continuous evaluation of extension and continuing education at the University.

4. Graduate Education Committee[18]

4.1 The membership of the committee shall consist of the following appointed, elected, and ex officio members:

4.11 Two members of the Academic Policies Council who are members of the Graduate Faculty (Group I or II);

4.12 Ten members of the Graduate Faculty (Group I or II) elected for staggered three-year terms by all members of the Graduate Faculty, with the number of representatives from each college based on the ratio of that college's membership in the total Graduate Faculty;

4.13 Three members of the Graduate Faculty (Group I or II) appointed by the Governance Committee upon recommendation by the Dean of the Graduate School;

4.14 One graduate student selected annually by the Student Government Association from each college offering graduate programs;

4.15 The Dean of the Graduate School and the Provost and Vice President for Academic Affairs or designees by virtue of their positions;

4.16 The Associate Dean and the Assistant Dean of the Graduate School, ex officio non-voting members.

4.2 The Graduate Education Committee is responsible for carrying out on a continuing basis the following initiatives and activities:

4.21 To initiate and recommend policies and procedures for the administration of the graduate programs on matters relating to admissions, retention, curricular requirements, residence, research papers and theses, advanced standing, examinations, class sizes, and other duties necessary for the successful operation of the graduate programs;

4.22 To recommend the addition, deletion, or modification of graduate curricula and programs;

4.23 To carry on a continuous evaluation of the graduate programs and to recommend appropriate revisions and improvements;

4.24 To confer with other councils and committees when problems of mutual concern arise;

4.25 To initiate and recommend policies and procedures on matters concerning the establishment or qualifications for doctoral fellows, graduate assistants, and the proposed recipients of honorary degrees;

4.26 To evaluate and approve applicants for membership in the Graduate Faculty.

4.3 The officers and the Dean of the Graduate School shall constitute an Executive Committee to prepare an agenda for each meeting and to expedite committee business.

5. Undergraduate Education Committee[19]

5.1 The membership of the committee shall consist of the following appointed, elected, and ex officio members:

5.11 Six members of the Academic Policies Council;

5.12 Thirteen regular faculty with primary assignment in the college, elected on a proportional basis by the regular faculty members of each college, for staggered three-year terms (at least one member shall be elected from each college);

5.13 Three undergraduate students chosen by the Student Government Association for one-year terms;

5.14 The Provost and Vice President for Academic Affairs or a designee by virtue of the position.

5.2 The Undergraduate Education Committee is responsible for carrying out on a continuing basis the following initiatives and activities:

5.21 To discuss, plan, and explore the future educational direction of the University, in cooperation with other councils and committees;

5.22 To review and approve new curricula and undergraduate educational programs and to recommend revision of existing curricula and programs when desirable;

5.23 To serve as a sounding board to the subcommittees when advice and counsel are sought by the subcommittees;

5.24 To carry on a continuous evaluation of undergraduate educational programs of the University;

5.25 To initiate, receive proposals from the colleges or other sources, and recommend policies and procedures relevant to degree requirements, academic schedules and calendars, grading and credit practices, and academic standards and related matters;

5.26 To initiate, receive proposals from the colleges or other sources, and recommend policies and procedures on matters concerning the establishment of qualifications for regular faculty and professional personnel and the establishment of standards for determining faculty loads;

5.27 To review its own organization, procedures, and functions and to make recommendations to the Governance Committee on these matters.

5.3 The officers shall constitute an Executive Committee to prepare an agenda for each meeting and to expedite committee business.

5.4 There shall be three standing subcommittees of the Undergraduate Education Committee: the General Studies Subcommittee and the Honors Subcommittee, and the University College Subcommittee.

5.41 The General Studies Subcommittee shall consist of nine members: a member of the Undergraduate Education Committee appointed annually by the committee's chairperson, six faculty members appointed by the Governance Committee for staggered three-year terms, and an undergraduate student chosen annually by the Student Government Association, and a non-voting ex officio member who shall be the Associate Provost having responsibility for the General Studies Program or a designee. It may elect its own chairperson and secretary. The responsibilities of the subcommittee will be as follows:

5.411 To develop and evaluate on a continuing basis the general studies program;

5.412 To recommend changes in the general studies program to the Undergraduate Education Committee.

5.42 The Honors Subcommittee shall consist of eight members: a member of the Undergraduate Education Committee appointed annually by the committee's chairperson, five faculty members appointed by the Governance Committee for staggered three-year terms, an undergraduate student chosen annually by the Student Government Association, and the Dean of the Honors College by virtue of the

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position. It may elect its own chairperson and secretary. The responsibilities of the subcommittee will be as follows:

5.421 To develop and evaluate on a continuing basis the program of the Honors College;

5.422 To recommend changes in the Honors College program to the Dean of the Honors College and the Undergraduate Education Committee as appropriate;

5.423 To initiate and encourage other efforts to create and maintain honors-level work at the University.

5.43 The University College Subcommittee shall consist of eight members: a member of the Undergraduate Education Committee appointed annually by the committee's chairperson, five faculty members appointed by the Governance Committee for staggered three-year terms, an undergraduate student chosen annually by the Student Government Association, and the Dean of University College by virtue of the position. It may elect its own chairperson and secretary. The responsibilities of the subcommittee will be as follows:

5.431 To develop and evaluate on a continuing basis the program of University College;

5.432 To recommend changes in the University College programs to the Dean of University College and the Undergraduate Education Committee as appropriate.

6. International Affairs Committee[20]

6.1 The membership of the International Affairs Committee shall consist of the following appointed, elected, and ex officio members:

6.11 Two members of the Academic Policies Council;

6.12 Six faculty with primary assignment in a college, elected one per college, for staggered three-year terms;

6.13 One undergraduate and one graduate student chosen annually by the Student Government Association;

6.14 The Executive Director of the Center for International Programs, or a designee, and other non-voting individuals having significant responsibility in international programs serving as continuing consultants; and

6.15 The Provost and Vice President for Academic Affairs or a designee, ex officio.

6.2 The International Affairs Committee is responsible for carrying out on a continuing basis the following initiatives and activities:

6.21 To initiate and recommend policies and procedures for international educational exchange programs, foreign study and travel, and other international programs;

6.22 To provide a means for dissemination of information about University-related international issues and programs and to receive and consider recommendations for revision and improvements in them; and

6.23 To conduct a continuous evaluation of international programs at the University.

6.3 The officers shall constitute an Executive Committee to prepare an agenda for each meeting and to expedite committee business.

IV Student and Campus Life Council and Committees[21]

Membership

1. The membership of the Student and Campus Life Council shall consist of the following selected and ex officio members:

1.1 Five faculty or professional personnel selected by the Governance Committee for staggered three-year terms;

1.2 Nine students, seven selected by the Student Government Association and two selected by the Residence Hall Association;

1.3 The Vice President for Student Affairs, ex officio, or a representative; the Vice President for Business Affairs, ex officio, or a representative; the Vice President for

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University Advancement, ex officio, or a representative; and the Provost and Vice President for Academic Affairs, ex officio, or a representative.

Responsibilities

1. The Student and Campus Life Council is responsible for carrying out on a continuing basis the following initiatives and activities:
   1.1 To consider and develop policies and practices on matters relating to student organizations, activities, publications, conduct, discipline, placement, health, financial assistance, intramural athletics and recreational programs, counseling, and other non-academic student interests, concerns, and welfare;
   1.2 To consider and develop policies and practices on matters dealing with programs and special events affecting the cultural life of the University and its regional community;
   1.3 To serve as a liaison and channel between the Student Government Association and the University Senate for matters on which the Student Government Association seeks assistance, support, or advice;
   1.4 To act in an advisory capacity to those who administer the various programs related to student and campus life;
   1.5 To conduct studies and make recommendations on matters referred to the Council by the President or the University Senate;
   1.6 To initiate and recommend policies and procedures on other non-academic matters which affect the campus community.
2. The officers of the council shall constitute an Executive Committee responsible for making committee assignments and preparing an agenda for each meeting of the Council.

Structure

1. The following five standing committees shall be maintained on a continuing basis: Student Activities; Student Financial Assistance; Student Rights, Ethics and Standards; Facilities Programming; and Public Safety.

2. In addition the Student and Campus Life Council may form such ad hoc committees as it deems necessary for carrying out its responsibilities, subject to the following conditions:
   2.1 Submission of a written report to the University Senate at the time of the ad hoc committee's formation to explain its purpose, membership and expected date for completion of tasks and dissolution;
   2.2 Limitation of the existence of any ad hoc committee to a period not exceeding eighteen months from the date of formation, unless the University Senate approves a specific extension or authorizes that the ad hoc committee be replaced by a new standing committee.

Standing Committees

1. Student Activities Committee
   1.1 The membership of the Student Activities Committee shall consist of the following selected and ex officio members:
      1.11 Two members of the Student and Campus Life Council;
      1.12 Three faculty or professional personnel selected by the Governance Committee for staggered three-year terms;
      1.13 Three students selected by the Student Government Association;
      1.14 The Director of Student Activities, ex officio;
      1.15 The President of Student Government Association, ex officio;
      1.16 The Chairperson of the Department of Journalism or a designee, ex officio;
      1.17 The faculty advisors and editors-in-chief of student publications for which the Student Activities Committee

selects editors-in-chief who will serve as non-voting consultants to the committee on policy matters.

1.2 The Student Activities Committee is responsible for carrying out on a continuing basis the following initiatives and activities:

1.21 To receive and consider proposals dealing with student activities policies from the Student Government Association;

1.22 To initiate and recommend policies in matters related to student activities and organizations;

1.23 To advise those who administer student activities programs and residence hall programming;

1.24 To grant recognition to student organizations, subject to review by the President of the University or a representative;

1.25 To select the editor-in-chief of the Daily News and the Orient and to select the editor-in-chief of any other publication at the request of the publication;

1.26 To hear disputes between a student publication and a member of the University or broader community and to recommend means of resolving those disputes to appropriate persons; in this regard the Student Activities Committee will develop procedures which insure a fair hearing to all parties;

1.27 To review University or other policies concerning student publications and make recommendations concerning such policies to the appropriate parties;

1.28 To advise a student publication or a department or administrative officer concerning a student publication on request;

1.29 To conduct a continuous evaluation of student activities and programs.

1.3 In conducting business dealing with student publications, the Student Activities Committee is bound by the following constraints:

1.31 The First Amendment requires that the Committee not interfere with the editorial policies of any student publication;

1.32 The Committee may not interfere with the administrative budgetary or academic matter policies of any college or department.

2. Student Financial Assistance Committee

2.1 The membership of the Student Financial Assistance Committee shall consist of the following selected and ex officio members:

2.11 Two members of the Student and Campus Life Council;

2.12 Four faculty or professional personnel selected by the Governance Committee for staggered three-year terms;

2.13 Two students selected by the Student Government Association;

2.14 The Director of Scholarships and Financial Aid, ex officio, or a representative.

2.2 The Student Financial Assistance Committee is responsible for carrying out on a continuing basis the following initiatives and activities:

2.21 To initiate and recommend policies and procedures on matters relating to awarding student financial assistance, including scholarships, grants, grants-in-aid, loans, and student employment;

2.22 To serve as the appeals body to hear student grievances relating to the awarding and continued receipt of financial assistance;

2.23 To conduct a continuous evaluation of student financial assistance programs and procedures and recommend appropriate modifications;

2.24 To provide means for adequate interpretation of the program and to receive and consider recommendations for revisions and improvements.

3. Facilities Programming Committee
   3.1 The membership of the Facilities Programming Committee shall consist of the following selected and ex officio members:
      3.11 Two members of the Student and Campus Life Council;
      3.12 Three faculty or professional personnel selected by the Governance Committee for staggered three-year terms;
      3.13 Two undergraduate and two graduate students with special interest or expertise in the performing arts to be appointed by the Student Government Association;
      3.14 Two members from the community or region to be appointed by the President of the University for staggered three year terms;
      3.15 One representative of the Student Center Programming Board;
      3.16 The Director of the Student Center, ex officio, or a representative;
      3.17 One representative from the Office of Student Activities;
      3.18 One representative from the Alumni Association or from the Alumni Programs Office.
      3.19 The General Manager of Emens Auditorium, ex officio, or a designee, and the Dean of the College of Fine Arts, ex officio, or a designee.
   3.2 The Facilities Programming Committee is responsible for carrying out on a continuing basis the following initiatives and activities:
      3.21 To initiate and recommend policies dealing with Student Center services, programming, usage, maintenance, renovations and operations;
      3.22 To review and make recommendations regarding the Student Center budget;
      3.23 To conduct a continuous evaluation of the Student Center and recommend appropriate improvements;
      3.24 To provide the means for adequate interpretation of the Student Center's programs and operations to its publics and to receive recommendations from them for revisions and improvements.
      3.25 To initiate, recommend and implement policies and administrative procedures for scheduling University-sponsored cultural and entertainment programs and convocations;
      3.26 To conduct a continuous evaluation of auditorium and convocations programs;
      3.27 To consult with the General Manager of Emens Auditorium concerning special and series programs to be scheduled for Emens Auditorium.
      3.28 To consult with appropriate University officials concerning programming scheduled in other University facilities and planning for future facilities and to evaluate programming in University facilities on a continuing basis.

4. Student Rights, Ethics and Standards Committee
   4.1 The membership of the Student Rights, Ethics and Standards Committee shall consist of the following selected and ex officio members:
      4.11 Two members of the Student and Campus Life Council;
      4.12 Two faculty or professional personnel selected by the Governance Committee for staggered three-year terms;
      4.13 Two students selected by the Student Government Association;
      4.14 The Vice President of the Student Government Association, ex officio;
      4.15 The Vice President for Student Affairs or a representative, ex officio;
      4.16 The Provost and Vice President for Academic Affairs or a representative, ex officio.

4.2 The Student Rights, Ethics and Standards Committee is responsible for carrying out on a continuing basis the following initiatives and activities:

4.21 To initiate and recommend policies and procedures on matters related to student rights and responsibilities, standards of conduct, and discipline;

4.22 To work with the Academic Policies Council to develop policies and procedures related to academic ethics, grade appeals and other student academic grievances;

4.23 To conduct a continuous evaluation of student rights and responsibilities, ethics and standards.

5. Public Safety Committee

5.1 The membership of the Public Safety Committee shall consist of the following selected and ex officio members:

5.11 Two members of the Student and Campus Life Council;

5.12 Four faculty or professional personnel selected by the Governance Committee for staggered three-year terms;

5.13 Two students selected by the Student Government Association;

5.14 The Director of Public Safety, ex officio, or a representative.

5.2 The Pubic Safety Committee is responsible for carrying out on a continuing basis the following initiatives and activities:

5.21 To initiate and recommend policies and procedures related to the administration of the University public safety program;

5.22 To act in an advisory capacity to the Director of Public Safety;

5.23 To serve as a liaison agency in interpreting public safety programs to students, faculty and staff;

5.24 To carry on a continuous evaluation of the public safety program.

5.3 A University Traffic Appeals Subcommittee shall be responsible for hearing appeals related to vehicular traffic and parking violations from faculty, staff and students. The Appeals Subcommittee shall function independently but report on its operations to the Public Safety Committee. The Director of Public Safety or a designee shall serve as a non-voting ex officio member of the Subcommittee.

5.31 The Subcommittee shall be chaired by a non-ex officio faculty or professional personnel member and three members shall be appointed from the faculty or professional personnel for staggered two-year terms by the Governance Committee. Three members of the Subcommittee shall be appointed by the president of the University to represent staff and service personnel. Three students shall be appointed by the Student Government Association annually.

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